# Child Welfare Partnership

School of Social Work  
Portland State University

Katharine Cahn, *Executive Director*  
Glenn Huntley, *Assistant Director*  
Richard Hunter, *Assistant Director, Child Welfare Education Program*  
Marty Lowrey, *Director, Training*

Online, under the resources tab, at http://cwpsalem.pdx.edu

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director Overview</td>
<td>1</td>
</tr>
<tr>
<td>Child Welfare Education Program</td>
<td>2</td>
</tr>
<tr>
<td>Training</td>
<td>3</td>
</tr>
<tr>
<td>Child Welfare Core Training</td>
<td>4</td>
</tr>
<tr>
<td>Social Service Assistants Training</td>
<td>5</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>6</td>
</tr>
<tr>
<td>Certifier and Adoption Worker Training</td>
<td>7</td>
</tr>
<tr>
<td>Freeing and Placing Children for Adoption</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Training</td>
<td>10</td>
</tr>
<tr>
<td>Foster/Relative/Adoptive Parent Training</td>
<td>13</td>
</tr>
<tr>
<td>Training Totals</td>
<td>19</td>
</tr>
<tr>
<td>Research</td>
<td>21</td>
</tr>
<tr>
<td>Title IV-E Waiver Evaluation</td>
<td>21</td>
</tr>
</tbody>
</table>
Executive Director Overview
Katharine Cahn, Executive Director

The new biennium began with successful program delivery in all three major service areas of education, training, and research. Reports in the following pages reflect attention to child welfare’s strategic focus on improving services to diverse client families, developing a diverse workforce, and safely reducing the population of children in out of home care.

The Child Welfare Education program completed field placement activities for all MSW and BSW students, with particular attention to the first cohort of BSW Students supported by this program. In addition program staff implemented placement and tuition support through the grant-funded “Culturally Responsive Leaders” program which will increase the diversity of students prepared for leadership positions in child welfare. A research program designed to analyze whether CWP’s agency culture is supportive of staff retention is also underway with analysis scheduled for fall.

The Child Welfare Partnership Training program completed another successful quarter, offering a wide range of training across all agency functions and continuing to evaluate, update and revise training to meet the strategic goals of the agency. Two cohorts of new child welfare staff were prepared for practice using the new curriculum schedule, and each cohort was evaluated using knowledge and self-assessment tests. One participant stated, “I’ve been to a great deal of training in my professional career and I have to say this has been one of the best.” The training program also offered training for SSAs, for supervisors, and advanced training for staff via NetLink and in person (Engagement training). Over 650 foster, adopt, and relative parents were trained by classroom and NetLink. Several trainings were adapted for delivery in the Spanish language as well as English to suit the needs of Spanish speaking foster parents.

Research for the IV-E Waiver program was intensively underway to complete the flexible funding, subsidized guardianship, and visitation studies by the September, 2009 final due date. Several innovative research approaches, including youth focus groups, and a focus on specific results for Native American children and families within the larger subsidized guardianship reports were highlights of the final data collection and analysis this quarter. Research was concluded on schedule.
Child Welfare Education Program
Richard Hunter, Director

Objectives for This Quarter

- Complete field placement process for 2009-10 academic year.
- Examine ways to integrate activities of the CWEP program with the Culturally Responsive Leadership in Child Welfare project to enhance curricular and other supportive resources to all students in both programs.
- Modify curriculum for the Advanced Child Welfare Practice course to incorporate recent policy and practice changes within CAF.
- Complete data cleaning on workforce culture surveys to allow for analysis in the fall.

Progress Toward Objectives

The Director and Campus Coordinator met regularly with the School’s field team to place all CWEP students for the coming academic year. We also assisted in placing 5 students not in the program but interested in a public child welfare placement. Particular attention was placed on supporting the incoming BSW CWEP students and agency field instructors informed on BSW education and field needs of these students. This fall there are 39 students in the campus CWEP program and 12 in the Distance program.

The Director attended a grantee meeting in Chicago regarding the Culturally Responsive Leadership project funded by the Children’s Bureau. National resource networks are being developed for participating students in that program (web based resources, seminars, etc.) and program officers expressed support of allowing other IV-E students to participate in these opportunities. The Director volunteered to be on a network steering committee and will work with the other grantees to expand these opportunities to our IV-E students.

CWEP staff began revisions of our Advanced Child Welfare Practice class to include policy and practice changes within Oregon CAF. This entailed new readings and proposed assignments to ensure course content incorporates current practice initiatives, including cultural equity and issues of disproportionality in the child welfare system.

Data cleaning of the workplace culture survey was completed and analysis of the survey will be completed in the upcoming quarter.

Objectives for Next Quarter

- Begin field supervision of students for the 2009-10 academic year
- Begin recruitment efforts in CAF for applications for the 2010-11 academic year (applications are due February 1, 2010). Update the applications and CWEP website to incorporate BSW students and other program information.
- Continue efforts to integrate efforts of CWEP with the Culturally Responsive Leaders Project to maximize benefits to all child welfare students in the School.
- Complete data analysis of workplace survey and write reports for distribution to the field.
Training
Marty Lowrey, Director

Overview
This report reflects the activities for the first quarter of the 2009-11 biennium. Planning of training content, structure, and design for the biennium unfolded with attention to the issues facing child welfare staff and clients and the manner in which training can support workers and improve outcomes for Oregon’s children and families.

It is essential that the Child Welfare Partnership Training Unit stays current with the work of the Child Welfare agency, remains current with the initiatives being put forth, and supports necessary practice changes. With that in mind, the leadership focus for this biennium is to reflect, assess and, as necessary, adjust the training we provide within the context of the mission and goals of Child Welfare. In particular:

- Reducing the disproportionate number of children of color involved with child welfare.
- Keeping kids safely at home when possible.
- Increasing the placement of children with kin or kith when out of home care is necessary.
- Engaging parents, relatives, and their communities as partners in keeping children safe.
- Assuring children are safe when out of home care is necessary.
- Increasing the speed with which children are reunified or reach permanency.

In considering the work of the biennium ahead, it is clear that training has an important role to play in maintaining the focus and realizing the priority focus outcomes of Oregon’s Child Welfare Agency. Training, however, is only one component of any practice change. Training cannot effectively create system change in isolation. Who staff are and what they hear, see, and experience before they come to training, in the classroom, back in their branches and in clinical supervision will all impact their practice with families, caregivers, and community partners. The leadership and staff of the training program look forward to the development of a holistic program of workforce development.

Objectives for Next Quarter
- Begin review of training curriculum to assure alignment with priorities of Child Welfare.
- Assess current activities and content in training regarding disproportionality for presentation to the Expanded Governing Board in December.
- Apply for a PSU President’s Diversity Mini-Grant to bring in an expert to consult on curriculum regarding cultural, diversity, and disproportionality.
- Create proposal for Advanced Engagement Project Agreement that responds to the need to engage both parents and relatives in assuring for the safety of children.
Child Welfare Core Training
Project Agreement A-01-09 Exhibit A
Instructors: Linda Bello, Jennifer Clark, Dan Garris, Karen Moorhead, Kris Villanueva, Michelle Warden

Activities
Child Welfare Core Training was held twice (8 weeks) during the quarter, training a total of 70 students and providing 232 hours of instruction. Although classes were smaller than in previous quarters, we worked diligently with the Department of Human Services Training unit to implement a formalized procedure for notifying DHS supervisors and others that vacancies in Core training were available.

A new structure of Core was implemented with the July session comprised of two distinct "clusters", each of which is two weeks in length. One cluster is called: Life of a Case, the other called Fundamentals of Child Welfare. This model will accomplish several objectives, such as 1) allowing (in the next biennium) for 28 entry points as opposed to 12, 2) greater alignment with the actual flow of a case, and 3) greater staff efficiency by deploying Core trainers to one cluster or the other. Two new sessions, Reducing the Trauma of Investigation, Removal and Placement and Vicarious Trauma have been added to the curriculum.

Twenty-three sessions of Child Welfare Core training have been produced in the standardized format with and a system of quality assurance is in progress. Ten sessions have been evaluated against the Core Curriculum Review Tool, undergone recommended revisions, and been finalized. The Core Curriculum Tool evaluates curriculums on content, adherence to learning objects, alignment with adult learning practices, organizations, cultural diversity, and application to the Oregon Safety Model (OSM), family-centered practice and Child and Family Services Review outcomes.

Evaluation Summary
Core training received an overall rating of ‘4’ from 60% of participants and a ‘5’ from 40% of participants (on a 5-point scale, with ‘5’ being the highest possible score). Participants consistently reported that the activities, interactions, and presenters were highly effective in this training. While particular sessions did receive feedback from respondents regarding ways to improve (i.e., more activities, vary information covered), this session of Core was very well received. One participant stated, “I’ve been to a great deal of training in my professional career and I have to say this has been one of the best.”

The OSM knowledge assessment was administered followed by a trainer-participant review of the assessment content. Findings from the assessment are preliminary. Once the test items are finalized we will be able to report scores.

Objectives for Next Quarter
Continue to evaluate the new Core structure; provide continuity between the two clusters and evaluate the effectiveness of the implementation plan. Continue to meet as a Core training group to make necessary modifications to the Core agenda.
Because the OSM knowledge assessment will be administered in the *Life of a Case* cluster only, a knowledge assessment comparable to it will be developed and implemented in the *Fundamentals of Child Welfare*. This instrument will be introduced gradually and will involve consultation with all trainers that present in this cluster.

Partnership trainers continue to mentor guest presenters to integrate adult learning training practices into their presentations.

**Social Service Assistants Training**  
**Project Agreement A-02-09 Exhibit A**  
*Instructor: Michelle Warden*

**Activities**  
During the quarter, the Partnership delivered six days of training for Social Services Assistants (SSA). There were 20 participants in the training; one of which was a supervisor and many who were experienced SSAs. Two of the participants in the class had more than 15 years of experience as an SSA and wanted to come to training to learn more about the Oregon Safety Model and updated practice issues.

The Core trainers met to schedule training through the spring of 2010.

**Evaluation Summary**  
The response to the SSA training continues to be very positive. SSA trainers are finding that experienced SSAs are requesting to attend. The following are some comments from participants to the training held in July.

“This training took me back to the early days when I came to “CSD”-“SCF”-“DHS” and was going to save the world before I became jaded. It’s time to save the world.”

“This training has been like no other for a very long time. I am anxious to get here in the morning and hate when 4:30 comes. You have all done an excellent job. The training has evolved into a very meaningful and useful training for ALL SSAs.”

“I’m so impressed on how SSA Training has changed throughout the years. With so much more information, it’s a great gift for all SSAs even for the experienced old timers.”

**Objectives for Next Quarter**  
Prepare for and deliver a six day training beginning December 1, 2009.
Supervisory Training
Project Agreement A-03-09 Exhibit A
Instructor: Una Swanson, Dan Garris

Activities
Supervisory Training Cohorts H, I and J have been in progress during the quarter. All three cohorts are either at capacity or near capacity. These remaining three groups will complete training for most of the current Child Welfare supervisors in the state. Dates for the 2010 Supervisory training have been posted on the DHS Learning Center. Two six-module cohorts will be offered in 2010.

As stated in previous reports, the delivery and content of the curriculum continues to be well received by supervisors. Dan Garris and Una Swanson are now co-training all modules of the curriculum. Trainers have added additional content to the curriculum regarding Managing Change and the Generations in the Work Place. The additional information in these areas appears to be relevant for supervisors and well received.

As was mentioned in the last quarterly report, trainers continue to draw attention to the parallel process between the engagement training and supervisory training. There are opportunities to reflect on the parallel process throughout the curriculum, but particularly in Module 5. Module 5 focuses on Clinical Supervision through focused and regularly scheduled case consultation, coaching and effective feedback.

The Module 5 information has also been useful in the Program Improvement Plan work group focused on child welfare supervision. The group is recommending that the definition of clinical supervision used in Module 5 be adopted by the department to describe the clinical role of the supervisor. Also the standards recommended within this curriculum regarding frequency, structure and content of individual conferences, field observation and case review are being considered as the standard for state child welfare supervisors. The opportunity to participate with DHS in this process for supervisors has been helpful in assuring the curriculum is current and meeting supervisor needs.

Child Welfare Supervisor Mentoring Program
As stated in the previous report, a Mentor Training presented by Peter Dahlin was held in June. A group of Child Welfare Program Managers who attended that training asked that the Child Welfare Partnership come back to their Program Manager’s meeting to discuss some of the design elements and provide clarification regarding some design concerns.

The mentoring project has been put on hold pending DHS review of these design elements. A meeting between Marty Lowrey, Una Swanson and Angela long is planned for October 20. Partnership staff and DHS administration staff will then attend the December Child Welfare Program Managers meeting with the goal of moving the mentoring project forward.
Evaluation Summary
Supervisory Training was again rated highly by participants this quarter. All respondents to the evaluation agreed that the training met its learning objectives. About 54% rated the training as 3 and 46% rated it as a 4 (on a scale of 1 to 4 with 4 as the highest rating possible). The knowledge of the trainers and discussions between and among supervisors was consistently stated as one of the most valuable aspects of the training. Several respondents suggested including a human resources representative in Module 2 to talk about staff performance issues. The trainers are exploring this possibility.

Objectives for Next Quarter
- Continue to explore the feedback from supervisors about extending both Module 2 and Module 6 to two full days. Develop a proposal and make recommendations to the Partnership Training manager.
- Continue and deepen the parallel processes dialogue to support supervisors in transfer of learning opportunities for caseworkers from engagement training.
- After feedback from Child Welfare Program Managers is considered and implemented, finalize the selection and training of mentors.
- Once the selection and training of mentors is complete, schedule a “mentee supervisor” orientation and complete the matching process.
- Finalize the development of a mentoring orientation for supervisors and add to Module 6.

Certifier and Adoption Worker Training

Certifier Adoption Worker Training - Exhibit A
Foundations Training of Child Welfare Regional Trainers - Exhibit B
Instructor: Kris Villanueva

Activities
This quarter’s work focused first on meetings with DHS Administration regarding the revision of the Certification and Adoption training project and second, on forming a work group that will provide consultation regarding the objectives and content as well as format of the training throughout the revision process.

In addition, effort at gaining a deeper understanding of the Safe Home Study process took place with undertaking a Spanish speaking home study assignment from East branch. Preparation and face to face contact occurred with the relative caregiver but the home study was not completed as the grandchild was returned to the mother prior to the second home visit. There was though the opportunity to work with Questionnaire I in Spanish at the first home visit. Another caregiver has been selected and a second home study process is beginning.

Foundations
At the request of DHS, Kris Villanueva attended the Southern Quarterly to provide an overview of the revised Foundations curriculum. Posters have been translated into Spanish and are being printed for distribution by the end of October. In addition, internal discussion has taken place
regarding current needs on this specific project and a proposal has been developed in regard to use of Foundations time for 2009-11. We are currently awaiting feedback regarding the proposal.

**Evaluation Summary**
There have been no Foundations or Certifier/Adoption worker trainings this quarter. The presentations of the new curriculum at the quarterly meetings were well received.

**Objectives for Next Quarter**
- Lead work group in revising Certifier/Adoption worker training.
- Complete curriculum revisions to Certifier/Adoption worker training.
- Make any necessary adjustments to the proposal for the Foundations project as a result of feedback from DHS and begin implementation of project.

**Freeing and Placing Children for Adoption**

**Project Agreement A-05-09 Exhibit A**

*Instructor: Kellie Herold*

**Activities**
During the quarter, Kellie Herold managed the preparation for the Oct 19-29, 2009 session including: Freeing and Placing Children for Adoption Training (F/P) agenda, updating training materials, curriculum modifications, monitoring the printing and registration processes, and coordinating instructors.

Distance Delivery: There are no sessions of F/P delivered by distance; however Multi-Ethnic Placement Act (MEPA) is required prior to attending this training.

Karen Moorhead, Kellie Herold and Katrina Husbands developed a new exercise for the affidavit section to reflect the practice changes now that paralegals are assisting most branches. Exhibit cards were developed for a new exercise.

Kellie Herold and Gail Schelle explored ways to strengthen the panels that are utilized in F/P training to include the perspective of an adoptee from the DHS system. A replacement panelist is needed for the young person who can no longer attend as a presenter. Meg Goldberg/Mediation Contractor is contacting former clients about including this perspective in the panel.

Two redesign meetings were held regarding the Paternity curriculum to reflect the changes of the DHS Paternity workgroup and to ensure F/P training doesn’t duplicate material available on the new DHS web-based training. A new interactive “What’s My Lineage” game was developed.

Kellie Herold met with Barb Schlewitz to incorporate the new Relative Policy material into training and the new Hague regulations were incorporated into the training curriculum.
Kellie Herold, Barb Schlewitz and Sara Fassett redesigned the Recruitment/LAR writing section to integrate evaluating kid’s needs early on and monitoring that plan when matching and selecting families.

Kellie Herold coordinated with Mark Higdon to shorten the Adoption Committee (AC) Family video.

Ann Bennett, Kellie Herold and Francine Florendo reconfigured Week 2 Monday schedule to reduce the number of training hours for Francine by 2 hours.

Kellie Herold and Francine Florendo strengthened safety issues and re-formatted the” Transitions and Foster Family” PowerPoint sections into one presentation which reduced the number of slides by 30%.

Safe Home study materials were incorporated the into F/P training.

Chris Mulligan, Karen Moorhead and Kellie Herold revised the Adoption Assistance session to incorporate the new Adoption Assistance changes. The “Nathaniel Exercise” has been changed to a new interactive exercise that reflects the use of the Child and Adolescent Needs and Strengths (CANS) assessment.

An ongoing effort is being made to consolidate handouts into the materials printed by the print shop, in lieu of Partnership staff.

DHS Adoptions Unit and the Partnership met to strategize about the curriculum, trainers, and DHS workload for F/P.

Gail Schelle explored with the Attorney Generals office the enforceability of mediated agreements and how best to incorporate that into training.

**Evaluation Summary**

Participants were asked to evaluate the training in three areas: achievement of the learning objectives; variety and effectiveness of the materials; and overall rating of the training. Findings from the evaluation indicated that 96% of the participants felt the learning objectives were met and the materials were effective. Overall, 66% of participants rated the training overall as good or excellent while 34% rated it as average.

Trainees indicated that, on the whole, they found the presenters and information helpful and effective. There were a few specific sessions where there were suggestions to add more activities and opportunities for interactions.

**Objectives for Next Quarter**

Exploration of the possible cost saving benefits of incorporating the wallet/folders into the training binder began.
Continue to update curriculum to be in line with current practice and policy for the Spring 2010 training. Many of the changes that were anticipated for the Fall 2009 training have been delayed.

Ensure that the scheduling of Freeing and Placing training does not conflict with DHS trainings such as the Indian Child Welfare Act conference.

**Advanced Training**

*Project Agreement A-06-09 Exhibit A*

**Distance Delivery**

*Distance Delivery Trainer, Mark V. Schwier*

**Activities**

The quarter presented the Partnership with new challenges and new successes. NetLinks, although continuing to be in high demand, experienced an overall decline for the quarter, primarily due to the numbers of participants in July (34) against the numbers for August (77) and September (64.) The total number of participants fell 111 persons, from a previous high of 286 to 175, a 39% drop. Contributing factors included:

- Seasonal variations: Summer months are prime vacation times for staff and our partners.
- Cancellation of two staff NetLinks (one due to illness, one due to lack of enrollment.)
- Cancellation of 2 caregiver NetLinks (both Behavior Crisis Management Training (BCMT) sessions scheduled had no enrollment despite the efforts of several certifiers.)
- The previous quarters BCMT training had 43 participants for each session.

A total of 7 Staff NetLinks were presented, with 74 participants, an average of 10.5 per session. This number actually held relatively stable, compared with the previous quarter’s average of 11.4.

The partnership presented 2 sessions of Confidentiality and 3 of the MEPA, and 2 Advanced Staff Trainings. 10 DHS CW employees also completed the online ASFA training.

We provided 6 NetLinks for Foster Parents, with an average participation of 17. This included 3 new morning sessions for Foster Parents, one each month. The topics for the 6 sessions included:

- Collaborative Problem Solving
- Taking Note of Caseworker Contact
- Common Mental Health Diagnoses in Teens (new)
- Internet Safety for Caregivers (twice, also new)
- Confidentiality for Foster Parents (new)

Technical issues continue to improve, especially in regard to the number of working microphones. Overall, 67% of the participants in the NetLink sessions were able to use their microphone to communicate with the trainers. Caregivers were more likely than staff to have microphones, with 63% of staff having working microphones, compared to 72% of caregivers. The two reasons for the difference are because of the use of group sites and the distribution of USB headsets to caregivers. Group sites have one microphone per site, but each caregiver is...
counted as having a working microphone. USB headsets minimize the technical problems associated with connecting to a session.

Other highlights for this quarter include working with the national non-profit Foster Club All-star Interns to develop the Internet Safety for Caregivers class, and having Isaiah Williams, Foster Club All Star New York representative participate in the second session of that class from his home in New York. We also had Micah Persons, a Special Agent from the Department of Justice attend that same session as a subject-matter expert.

**Evaluation Summary**

All trainings provided through distance delivery are evaluated using the online survey tool, Survey Monkey. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

**Required Trainings:** There are two required NetLink trainings, Confidentiality and MEPA. Participants complete an evaluation as well as a knowledge quiz after the trainings. The average knowledge quiz score for Confidentiality and MEPA was 84% and 83%, respectively. Respondents agreed that the learning objectives of the trainings were met. They reported that the information provided was relevant and helpful and that they liked the interactiveness of the trainings.

**Advanced trainings:** There were two advanced trainings offered this quarter, Interviewing Children with Disabilities and Culturally Competent Interviewing. Participants agreed that the learning objectives for both these trainings were met. The expertise of the trainer, convenience of NetLink, and usefulness of the content were reported as the things that participants liked best about the trainings. One participant stated: “I found that this training [Interviewing Children with Disabilities] really addressed issues that I haven’t found addressed before, and really encouraged keeping an open mind and not just making quick opinions regarding persons with disabilities.”

**Foster Adoptive Relative Caregiver trainings:** The following trainings were offered via NetLink distance delivery during the quarter: Mental health Diagnosis, Taking Note of Your Work, Internet Safety (offered twice), Confidentiality, and Collaborative Problem Solving. Participants agreed that the learning objectives of the trainings were achieved. About 83% of trainees rated the foster parent NetLink trainings as a 4 or a 5, on a 5-point scale with 5 as the highest score.

**Objectives for Next Quarter**

- Continue efforts to market and increase participation in distance delivery training.
- Continue efforts to decrease equipment and technical problems for participants.
- Increase opportunities for NetLink participants to access Course materials.
- Schedule 90% of all NetLinks for 2010 by the end of the next quarter.
- Complete the Guardianship computer-based training module.
**Advanced Training – Classroom Engagement Skills Training**  
**Project Agreement A-06-09 Exhibit B**  
*Instructors: Dan Garris and Kris Villanueva*

**Activities**  
The statewide Engagement Skills training delivery began in June 2008 and will continue as a statewide training effort until December 2009. To date, we have trained approximately 50 sessions across the state to DHS child welfare staff, including many child welfare supervisors who are welcome to attend by open invitation. We will train six more sessions to conclude our statewide training project in Engagement Skills. We will continue to train remaining field staff through our Core training curricula by including designated numbers of field staff with new employees in the Engagement Skills course in the Core curricula. As communicated elsewhere through email and training group announcements our statewide Engagement Skills training is identical to what is trained in the Core curricula since August 2008.

**Evaluation Summary**  
A total of 72 participant evaluations were collected from six sessions of Engagement training offered during the quarter. Of these, 79% rated the training as a 4 or 5, and 20% rated it a 3 (on a 5 point scale, with 5 as the highest rating). Participants reported knowledge gains in key engagement skill areas. The direct application of techniques to casework was highly valued by respondents along with the interactive nature of the training and materials provided.

**Objectives for Next Quarter**  
As noted above, the remaining DHS child welfare field staff who have not attended Engagement Skills training by December 2009 will be able to attend the training through Core offerings. The number of field staff attending Core at any given time (along with new employees) is to be determined.  
- Train remaining field staff through Core  
- Propose offshoots of Engagement Skills training with a view to specialty and advanced skills.

**Additional Information**  
More child welfare supervisors have been attending our Engagement Skills training which serves to realize a stronger transfer of learning through clinical supervision to the skills taught, modeled and practiced in our training.
Foster/Relative/Adoptive Parent Training

Project Agreement A-07-07

Sandra McIlhenny, and Jennifer Scholes, Instructors
Dawn Perrault, Program Coordinator
Kris Villanueva, Lead Worker

Activities
During the quarter, the Foster, Adoptive, Relative Parent Training program unit continued to be busy and productive, working with the Districts to meet their training needs. In addition, team members continued to work on developing new training topics, and participated in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

From July 1, 2009 through September 30, 2009, thirty-eight classroom training sessions were presented by staff trainers and contractors across the state, as well as six three-hour NetLink trainings. Participants in these training sessions numbered 666. The trainings included two newly developed training topics, Internet Safety for Caregivers and Confidentiality Issues for Foster Parents. Additionally, three BCMT 2-day on-site sessions were provided and were attended by 25 participants.

Ten training sessions were cancelled during this quarter due to low enrollment, including two in District 2, one in District 4, one in District 5, one in District 6, one in District 10 and five in District 13. In addition, one training in District 2 was cancelled due to trainer illness. One BCMT NetLink session was scheduled, but was cancelled due to lack of registrants.

Foster Parent College members statewide completed 238 trainings via the internet during this quarter. Members enrolled in an additional 16 trainings which were still in progress at the end of the quarter. 6 Foster Parent College units were allowed to expire.

Training planning meetings for Districts 2, 4, 5, 6, 7 and 15 were completed during the first quarter of this biennium. Meetings were scheduled in the remainder of the Districts to be completed during the next quarter.

Development of several new training topics continued during the past quarter. Those topics included Trauma Informed Parenting, LGBTQ Teens in Out-of-Home Placement, Nurturing the Infant in Care: Birth through 24-Months, Child Development: Toddlers through Pre-Tweens, Child Development: Tweeners through the Teens Years, Parenting to a Child’s Temperament and Supporting Children Exposed to Domestic Violence.

A V-Con was provided to Eastern region Certification/Adoption staff with an overview of the Behavior Crisis Management Training curriculum to increase understanding and attendance at the training.
Evaluation Summary

Evaluations were collected from a total of 36 classroom and six NetLink trainings this quarter. Of these, 99% of respondents reported that the stated learning objectives of the trainings were met. In addition, 95% of the respondents liked the trainings they attended. Most frequently cited as the things that caregivers liked about the trainings included: the trainer’s knowledge and personal experience; the practical and useable information provided; and opportunities to ask questions and interact with the trainer and other caregivers.

Objectives for Next Quarter

- Continue to offer both one evening and one daytime NetLink per month. We will be continuously reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Pilot the offering of NetLink training in Spanish.
- Work with the districts to increase participation in BCMT trainings offered via NetLink.
- Complete development of training topics including Trauma Informed Parenting, LGBTQ Teens in Out-of-Home Placement, Child Development: Toddlers through Pre-Tweens, Child Development: Tweeners through the Teens Years, and Parenting to a Child’s Temperament.
- Continue development of training topics including Nurturing the Infant in Care: Birth through 24-Months and Supporting Children Exposed to Domestic Violence
- Continue to identify new training topics for development.
- Complete state-wide training planning meetings and continue to work with district representatives in the development of their training plans for the new biennium.
- Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.
- Work with the districts to promote the use of v-con to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
Training Districts

*Instructors: Sandra McIlhenny and Jennifer Scholes*

FPC = Foster Parent College online participation

### District 1 (Columbia, Clatsop, and Tillamook Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/17</td>
<td><strong>Transitioning Children with Sensitivity</strong></td>
<td>McIlhenny</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/17</td>
<td><strong>Parenting Children with ADD/ADHD</strong></td>
<td>Scholes</td>
<td>7</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (5)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### District 2 (Multnomah County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/9</td>
<td><strong>10 Tips for Parenting Teens</strong></td>
<td>Scholes</td>
<td>5</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/13</td>
<td><strong>The Continuum of Attachment</strong></td>
<td>Herbert</td>
<td>3</td>
<td>31</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>8/27</td>
<td><strong>Fetal Alcohol Spectrum Disorder</strong></td>
<td>McIlhenny</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/25&amp;26</td>
<td><strong>BCMT</strong></td>
<td>McIlhenny</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>FPC (26)</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

### District 3 (Marion, Polk & Yamhill Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15&amp;16</td>
<td><strong>BCMT</strong></td>
<td></td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>8/26</td>
<td><strong>Educational Rights of Children</strong></td>
<td>Jordan</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9/24</td>
<td><strong>Parenting the Child with Autism</strong></td>
<td>Duval</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 4 (Linn, Benton & Lincoln Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1</td>
<td><strong>Facilitating Development Attachment</strong></td>
<td>Kirby</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/22</td>
<td><strong>Parenting Children with ADD/ADHD</strong></td>
<td>Scholes</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (6)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/08</td>
<td>FASD</td>
<td>McIlhenny</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
## District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/12</td>
<td>The Child &amp; The Birth Family</td>
<td>Scholes</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/19</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>3</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8/2 &amp; 22</td>
<td>BCMT</td>
<td>Scholes/McIlhenny</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>8/27</td>
<td>Mental Health Disorders in Teens</td>
<td>Duval</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (14)</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

## District 6 (Douglas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/14</td>
<td>Meth Endangered Children</td>
<td>Sly</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/12</td>
<td>Striving in Stressful Times</td>
<td>Morley</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (3)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

## District 7 (Coos & Curry County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/13</td>
<td>Striving in Stressful Times</td>
<td>Morley</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/10</td>
<td>Parenting Children with ADD/ADHD</td>
<td>Scholes</td>
<td>13</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (9)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

## District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Transitioning Children with Sensitivity</td>
<td>McIlhenny</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/9</td>
<td>FASD</td>
<td>McIlhenny</td>
<td>3</td>
<td>21</td>
<td>12</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/26</td>
<td>CPR &amp; First Aid</td>
<td>First Response</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FPC (13)</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

## District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Transitioning Children</td>
<td>McIlhenny</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22</td>
<td><em>Loss and Grief</em></td>
<td>McIlhenny</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>with Sensitivity</em></td>
<td>FPC (6)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### District 10 (Deschutes, Crook & Jefferson Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/20</td>
<td><em>Sexual Behavior of Children</em></td>
<td>McIlhenny</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (4)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### District 11 (Klamath & Lake Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/14</td>
<td><em>Thriving in Stressful Times</em></td>
<td>Morley</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/13</td>
<td><em>10 Tips for Parenting Teens</em></td>
<td>Scholes</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/10</td>
<td><em>FASD</em></td>
<td>McIlhenny</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (8)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### District 12 (Morrow & Umatilla Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td><em>10 Tips for Parenting Teens</em></td>
<td>Scholes</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>9/12</td>
<td><em>Defensive Parenting</em></td>
<td>Darland</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>9/12</td>
<td><em>Parenting Children with ADD/ADHD</em></td>
<td>Scholes</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (17)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### District 13 (Wallowa, Union & Baker Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FPC (3)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
### District 14 (Grant, Harney & Malheur Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/21</td>
<td><em>Fun and Creative Parenting</em></td>
<td>McIlhenny</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8/3</td>
<td><em>Defensive Parenting</em></td>
<td>Darland</td>
<td>20</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/1</td>
<td><em>The Continuum of Attachment</em></td>
<td>Herbert</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 15 (Clackamas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3</td>
<td><em>Resolviendo Problemas</em></td>
<td>Ertl</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/16</td>
<td><em>Mental Health Disorders in Teens</em></td>
<td>Duval</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

FPC (18)

12

18

### District 16 (Washington County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/14</td>
<td><em>Collaborative Problem Solving</em></td>
<td>Jordan</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7/22</td>
<td><em>Comunicacutene Efectiva</em></td>
<td>Molina-Dacker</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/8</td>
<td><em>Thriving in Stressful Times</em></td>
<td>Morley</td>
<td>14</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

FPC (2)

1

2
Training Totals

### DHS Staff Training

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Welfare Core Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td>34</td>
<td>114</td>
<td></td>
<td></td>
<td>34</td>
<td>114</td>
<td>2</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>36</td>
<td>118</td>
<td></td>
<td></td>
<td>36</td>
<td>118</td>
<td>2</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td></td>
<td></td>
<td>14</td>
<td>9</td>
<td>14</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td></td>
<td></td>
<td>25</td>
<td>6</td>
<td>25</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>ASFA</td>
<td></td>
<td></td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Engagement Training</strong></td>
<td>85</td>
<td>6</td>
<td></td>
<td></td>
<td>85</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>SSA Training</strong></td>
<td>18</td>
<td>36</td>
<td></td>
<td></td>
<td>18</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td><strong>Supervisory Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort G</td>
<td>60</td>
<td>36</td>
<td></td>
<td></td>
<td>60</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Cohort H</td>
<td>66</td>
<td>32</td>
<td></td>
<td></td>
<td>66</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Cohort I</td>
<td>54</td>
<td>32</td>
<td></td>
<td></td>
<td>54</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>353</td>
<td>374</td>
<td>49</td>
<td>16</td>
<td>402</td>
<td>390</td>
<td>28</td>
</tr>
</tbody>
</table>

### Caregiver Training

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>80</td>
<td>23</td>
<td>19</td>
<td>15</td>
<td>26</td>
<td>26</td>
<td>64</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>29</td>
<td>18</td>
<td>4</td>
<td>9</td>
<td>27</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>28</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>70</td>
<td>27</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>41</td>
<td>20</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>33</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>23</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>21</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>13</td>
<td>33</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>18</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>50</td>
<td>8</td>
<td>23</td>
<td>12</td>
<td>3</td>
<td>17</td>
<td>28</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>20</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>42</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>20</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>30</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>52</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
### Partnership Training Totals

<table>
<thead>
<tr>
<th></th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caregiver Trainings</strong></td>
<td>19</td>
<td>16</td>
<td>550</td>
<td>153</td>
<td>101</td>
<td>87</td>
<td>72</td>
<td>134</td>
<td>361</td>
<td>208</td>
</tr>
<tr>
<td><strong>Staff Trainings</strong></td>
<td>353</td>
<td></td>
<td></td>
<td>374</td>
<td>49</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Balance Forward</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total this Biennium</strong></td>
<td>372</td>
<td>16</td>
<td>550</td>
<td>527</td>
<td>150</td>
<td>103</td>
<td>72</td>
<td>134</td>
<td>235</td>
<td></td>
</tr>
</tbody>
</table>
Research

Title IV-E Waiver Evaluation
Project Agreement C-01-07 Exhibit A

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete data analysis for the Offered/Accepted/Refused component of the SG study and create a write up of results.</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete analysis of Administrative Data for the SG study and create a write up of results.</td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct youth focus groups, analyze data, and create a write up of results for SG study.</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete data collection associated with the Native American component of the SG study and create a write up of results.</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete data analysis for dissolution case reviews and create a write up of results.</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete write up of findings from caregiver interviews for the SG study for the final report.</td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct final analysis of CFSR measures for branches with Waiver Plans.</td>
<td>Completed</td>
</tr>
<tr>
<td>Finish conducting interviews with central office and field staff for Statewide Process Evaluation</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete analysis of interview data for Statewide Process Evaluation.</td>
<td>Completed</td>
</tr>
<tr>
<td>Finish data collection from case reviews for the Visitation Study</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete all data entry and data analysis for Visitation Study</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete and submit the final report due to the Children’s Bureau on Sept. 30, 2009.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Progress Notes
Work in this quarter was intensely focused on completing data collection and data analyses in all components of the evaluation and writing the final report due to the Children’s Bureau on September 30, 2009.

Work next quarter, during the Waiver extension, will focus primarily on development of additional products and dissemination of findings throughout the state via various venues. Some additional analyses will also be conducted for the Visitation Study on a matched sample. State Process Evaluation interviews will also be further analyzed, and some follow up interviewing conducted as described below.
Subsidized Guardianship

Dissolutions
Sixty cases were randomly selected for review but the quality and quantity of information included in the case files varied dramatically. It was sometimes difficult to discern exactly why dissolution occurred. And it was not always possible to determine where the youth went when the SG dissolved. In the end adequate documentation was found for 44 cases which were included in the final analysis. Data analysis has been completed and the results presented in the final report.

Administrative Data
Administrative data was used in the process and outcomes evaluation of SG. Analysis was the bulk of the work during this quarter. Analysis has been completed and results presented in the final report.

Caregiver Interview
Analysis of the Caregiver Interview data has been completed and the results presented in the final report. Fifty caregivers were included in the final sample.

Offered/Accepted/Refused
221 caseworkers were invited to complete the web-based survey. Approximately 38% (n=85) were completed, yielding information regarding 422 youth. Analysis has been completed and results presented in the final report.

Native American
Each of the nine federally recognized Tribes in Oregon was invited to provide their perspective on Subsidized Guardianship. Participation was on a voluntary basis and decisions regarding data collection methods were left up to the Tribes. Two of the Tribes declined to participate. Information was collected from 7 Tribes and 2 DHS staff with responsibility for ICWA and/or Tribal child welfare. Three Tribes participated in phone interviews. We conducted focus groups at 3 of the Tribes, and one Tribal child welfare director participated in an in-person interview. Focus group participants included staff from Tribal Child Welfare and Social Services personnel as well as foster parents and guardianship caregivers. Information from the participating Tribes and DHS staff was written up and included in the final report.

Focus Groups with Youth
A total of 37 youth were recruited from 5 different ILP programs around the state and the District 2 youth advisory board to participate in focus groups. Focus groups were conducted in Tillamook, Ontario, Douglas, Clackamas and Multnomah counties. Data collected from the focus groups was collected and findings presented in the final report. In the fall, two posters utilizing the findings will also be designed and disseminated to various branches.
Enhanced Visitation
All case reviews were completed and case summaries written for each case in our final sample, which consisted of 207 children from 142 cases. Quantitative analysis of the SPSS data on these cases was completed. Administrative data on outcomes (re-abuse and re-entry into foster care) was also collected and analyzed for cases in our sample in which a child had been returned to a parent. Data analysis on the focus group data was completed as well. Results of all analyses were written up and presented in the final report.

In the fall, a matched sample of cases from the control branches (Jackson and Clatsop) will be identified and matched with cases that received enhanced visitation in Josephine and Linn. Outcome analyses will be repeated comparing these groups. Analysis of the coded case summaries will also be conducted and applied to the matched samples. Findings from these analyses will be presented in a brief report to be completed in January 2010.

Monitoring of Waiver Plans & Statewide Process Evaluation
CFSR performance measure outcomes for each plan were obtained and presented in the final report. Statewide Process Evaluation interviews were also analyzed and findings presented in the final report. In the fall, additional analysis of the interviews, including follow up interviews, if needed, will be conducted focusing on achievement of intermediate or local goals of plans and sustainability of plans. These findings will be presented in a brief report to be completed in January 2010.

Objectives for Next Quarter

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of a matched sample with Enhanced Visitation cases for Visitation Study.</td>
</tr>
<tr>
<td>Data analysis on matched samples for Visitation Study.</td>
</tr>
<tr>
<td>Analysis of coded case summaries for Visitation Study.</td>
</tr>
<tr>
<td>Additional analyses of state process interviews.</td>
</tr>
<tr>
<td>Follow up interviews regarding sustainability of Waiver plans.</td>
</tr>
<tr>
<td>Development of additional materials for dissemination of findings.</td>
</tr>
<tr>
<td>Presentation of findings in various venues throughout the state.</td>
</tr>
</tbody>
</table>
Executive Director Overview
Child Welfare Education Program
Training
Child Welfare Core Training
Social Service Assistants Training
Supervisory Training
Certifier and Adoption Worker Training
Freeing and Placing Children for Adoption
Advanced Training
Foster/Relative/Adoptive Parent Training
Training Totals
Research
Title IV-E Waiver Evaluation
Executive Director Overview
Katharine Cahn, Executive Director

Fall, 2009 was a busy quarter for the Partnership. The following pages document active efforts to serve child welfare across the state with education, training, and research. We started the academic year with over 50 social work students with commitments to work for child welfare upon graduation. Nearly 500 people participated in our classroom and distance training offerings. And the current phase of a nationally recognized IV-E Waiver evaluation entered final data collection activities and the preparation of user-friendly materials to disseminate findings.

Workforce development and research were both tailored to address child welfare’s need to respond to diverse communities. In particular I draw the reader’s attention to the delivery of training in Spanish, and the outreach to tribes with research.

Clearly, the Child Welfare Partnership is an important strategic initiative for ongoing service delivery, quality assurance, and quality improvement in Oregon’s child welfare system. On behalf of the staff and leadership of the Partnership, I can say we are proud to be of service in this way.

Katharine Cahn
Child Welfare Education Program
Richard Hunter, Director

Objectives for This Quarter
• Begin field supervision of students for the 2009-10 academic year
• Begin recruitment efforts in CAF for applications for the 2010-11 academic year (applications are due February 1, 2010). Update the applications and CWEP website to incorporate BSW students and other program information.
• Continue efforts to integrate efforts of CWEP with the Culturally Responsive Leaders Project to maximize benefits to all child welfare students in the School.
• Complete data analysis of workplace survey and write reports for distribution to the field.

Progress Toward Objectives
Field placements were established with all MSW and BSW students and initial and final field visits for the term were completed. All students were successful in their placements. BSW students in child welfare placements have been particularly welcomed in their agency sites and their work was uniformly praised by field instructors and other agency staff. One additional DHS employee from our Eugene distance site requested consideration of admittance to the tuition support program. Following permission from DHS, the worker was interviewed by our distance site coordinator and local agency management and added to the program.

The Director and Campus Coordinator met with District II officials to work on special assignments for students to collect data on “client friendly” environments of offices and office culture with regard to staff retention. An initial framework for this was established and will be finalized next quarter. District II management has also arranged to notify and provide opportunities for students in our Social Service Administrative sequence to attend meetings and forums that will expand their training in child welfare leadership and management.

Approximately 20 CWEP students and participants in the Culturally Responsive Leaders Project attended the Shoulder to Shoulder Conference, and approximately 12 attended a PSU/School of Social Work conference on racism and disproportionality issues in social work practice. Approximately 8 students attended the Governor’s conference on disproportionality in child welfare and juvenile justice.

Updated application materials were developed for the next academic year, including updating of the CWEP web site. Informational flyers and meetings were held in our distance sites as well as contacts in the metro area. The DHS training unit also sent out information to employees statewide. Applications for the School and the CWEP are due Feb. 1 and to date there has been early interest from a number of DHS employees. Specialized information packets were sent to BSW students and CWEP staff will be attending orientations next quarter for BSW students entering their senior year of the program.

To help assess development of leadership skills among participants in the Culturally Responsive Leadership project, staff modified a leadership skills checklist developed by the National Child Welfare Workforce Institute that will be used to measure skill development of students.
participating in the project. This measure will be field tested with the students this year and will subsequently be modified for use with CWEP students to assist in that program’s evaluation.

CWEP staff completed modification of the Advanced Practice in Child Welfare course to be offered next term. Considerable attention was paid to incorporating state efforts regarding disproportionality as well as the agency’s short and long term practice and policy goals.

Data analysis of the workplace survey was completed as originally planned due to continued data cleanup and the University closure. The data base clean up was completed before the end of this quarter and beginning analysis was begun. Full analysis will be completed next quarter.

**Objectives for Next Quarter**
- Continue recruitment efforts for the 2010-11 academic year and initial review of applications after February 1.
- Begin planning with DHS personnel regarding job placement for graduating recruits.
- Complete data analysis of workplace survey and write reports for distribution to the field.
- CWEP staff will teach the Advanced Practice in Child Welfare Course during the term next quarter.
Training
Marty Lowrey, Director

Overview

This quarterly report completes the first 6 months of the 2009 – 2011 biennium. Although it is still early into this contract period, patterns regarding training participation and training needs have begun to emerge. Thus far in the biennium, the training unit has delivered 404 training events, trained 718 child welfare staff, 1019 foster, adopt, relative care providers and 69 community partners. Training has been delivered via classroom, NetLink, computer based training and video conferencing. The productivity of the training unit and quality of training delivered have both remained high.

The conclusion of this quarter also marks the completion of two substantial projects begun in the previous biennium. The rollout of the foundational Engagement Skills training and the rollout of the statewide Clinical Supervision cohorts both reached successful conclusions.

As of December 2009, fifty-four stand-alone Engagement Skills trainings and nine sessions of Engagement Skills training, as part of Child Welfare Core Training, were held. Engagement Skills Training was incorporated into Child Welfare Core in August 2008. 1156 Oregon Child Welfare Workers have now completed the Engagement Skills training. In order to create the opportunity for additional caseworkers to receive this foundational training, five slots have been allocated in each session of Child Welfare Core Training for current staff to attend.

Also in December, the last of 10 concurrently running Clinical Supervision Cohorts ended. This roll out reached almost every supervisor in the state of Oregon and reinforced skills and values essential to successful child welfare supervision. Development of a supervisory mentoring program was also completed this quarter with implementation to begin in 2010.

Engagement and Supervisory training will be sustained in this biennium with the development and implementation of Advanced Engagement training and 2 cohorts of Clinical Supervision Training per year with individualized transfer of learning to occur between each module. The Supervisory mentoring program will also be launched. We are anticipating the development of additional training this biennium that strengthens practice and improves outcomes for children and families. Several topics have been identified for new development:

- Training that engages and supports relative and absent fathers.
- Training that addresses systemic and individual bias that impact the disproportionate number of minority children involved with child welfare.
- Training that increases youth voice and respectfully engages youth in the development of their case plan.
- Training that improves the outcomes of youth exiting the foster care system.

Several of these topic areas will be addressed in the remainder of this biennium.
Child Welfare Core Training
Project Agreement A-01-09 Exhibit A
Instructors: Linda Bello, Jennifer Clark, Dan Garris, Karen Moorhead, Kris Villanueva, Michelle Warden

Activities

Due to smaller class size this quarter, the core training lead worked with the Department of Human Services Training unit to implement a formal procedure for notifying DHS supervisors of vacancies in Core training.

A new structure of Core was implemented with the July session comprised of two distinct "clusters", each of which is two weeks in length. One cluster is called: Life of a Case, the other called: Essentials of Child Welfare. This structure appears successful in accomplishing the objectives it set out to achieve such as, allowing in this biennium for 28 entry points, greater alignment with the actual flow of a case, and greater staff efficiency by deploying Core trainers to one cluster or the other. Two new sessions, Reducing the Trauma of Investigation, Removal and Placement and Vicarious Trauma have been added to the curriculum; Child Neglect and Your Role in the Courtroom have been given more time.

Twenty three sessions of Child Welfare Core training have been produced in the standardized format with a system of quality assurance in progress. Ten sessions have been evaluated using the Core Curriculum Review Tool, undergone recommended revisions, and been finalized. The Core Curriculum Tool evaluates curriculums on content, adherence to learning objects, alignment with adult learning practices, organizations, cultural diversity, and application to the Oregon Safety Model, family-centered practice and CFSR outcomes.

Evaluation Summary

Weekly evaluations for both Life of a Case and Essentials were collected this quarter and the data analyzed. The Life of a Case cluster participants agreed that the learning objectives of the training were achieved (99.2%), the materials provided were useful (99.7%), and the activities enhanced their learning of the content (98%).

The Essentials Cluster consisted of 17 sessions, 11 of which are provided by contracted trainers outside of the Partnership Training Unit. There was general agreement among respondents that the trainers were knowledgeable (98.4%) and the stated learning objectives were achieved (96.1%). Respondents also reported that the content was applicable to their work (96.1%), the materials provided were helpful (96.0%), and the activities enhanced their learning (93.7%).

Objectives for Next Quarter

- Continue to evaluate the recently implemented Core structure; provide continuity between the two clusters and evaluate the effectiveness of the implementation plan.
- Continue to meet as a Core training group to make necessary modifications to the Core agenda.
• Continue to finalize Core curriculums using the standardized Core Curriculum Review Tool.
• Develop and implement a tool to increase participant retention of information learned in the Fundamentals of Child Welfare cluster. Continue to review the tool used in this cluster to evaluate participant knowledge of the content covered.
• Mentoring of guest presenters to integrate adult learning training practices into their presentations is an ongoing activity.

Social Service Assistants Training
Project Agreement A-02-09 Exhibit A
Instructor: Michelle Warden

Activities

During this quarter, minor revisions to the curriculum were made based on feedback from participant evaluations. The Partnership delivered six days of training for Social Services Assistants during this quarter providing training to 23 new and veteran.

Evaluation Summary

The summary of evaluations received from participants revealed that the learning objectives for this training were achieved. The content, expertise of presenters, parent panel, and activities were liked best by trainees. There were several requests to lengthen the training overall or particular sessions of the training.

Objectives for Next Quarter

• Prepare for and deliver a six day training beginning March 30, 2010.
• Replace contracted trainer for Child Development session with on-staff trainer.

Additional Information

Sandra McIlhenny is developing an advanced NetLink for Social Service Assistants entitled, *What do I do with this Kid?* This NetLink is designed to help Social Service Assistants understand why children may act out, and how Social Service Assistants can safely manage children’s difficult behaviors, before, during and after visits. Karen Moorhead is in the process of developing an advanced NetLink on confidentiality, designed specifically for Social Service Assistants.
Supervisory Training
Project Agreement A-03-09 Exhibit A
Instructor: Una Swanson, Dan Garris

Activities
Supervisory Training Cohorts H, I and J have completed training in this fall quarter. Several participants within each of these three cohorts will need to make up certain sessions as Cohorts K and L begin. All three cohorts were either at capacity or near capacity. As these cohorts are now complete, most of the current supervisors in the state have been through the clinical supervision training. Dates for the 2010 Supervisory training have been posted on the Department of Human Services Learning Center. Cohort K is scheduled to begin in January 2010 and is comprised of mostly new supervisors. This has introduced a culture shift from the ten preceding cohorts. A number of new supervisors have also registered for Cohort L which starts in July 2010.

Delivery and content of the curriculum continues to be well received by supervisors. Dan Garris is now training all modules of the curriculum. Additional content has been added to the curriculum regarding “Managing Change” and the “Generations in the Work Place.” The additional information in these areas appears to be relevant for supervisors and well received.

As was mentioned in the last quarterly report, trainers continue to draw attention to the parallel process between the engagement training and supervisory training. There are opportunities to reflect on the parallel process throughout the curriculum, but particularly in Module 5. Module 5 focuses on Clinical Supervision through focused and regularly scheduled case consultation, coaching and effective feedback.

The Module 5 information has also been useful in the Program Improvement Plan work group focused on child welfare supervision. The group is recommending that the definition of clinical supervision used in Module 5 be adopted by the department to describe the clinical role of the supervisor. Also the standards recommended within this curriculum regarding frequency, structure and content of individual conferences, field follow up and case review are being considered as the standard for state child welfare supervisors. The opportunity to participate with the department in this process for supervisors has been helpful in assuring the curriculum is current and meeting the supervisors’ needs.

Child Welfare Supervisor Mentoring Program
As noted in the last report child welfare supervisors and program managers who attended the Mentor Training in June 2009 wanted to consider additional design elements. This occurred; we presented a November 19, 2009 memo to District Managers/Child Welfare Managers regarding Request for DM and CWPM Approval of Design Elements. This memo and its design recommendations were approved. As a result the department is creating a list of mentors from each District and the Child Welfare Partnership will provide a June 2010 Mentor Training and Mentee Orientation training on day two of Module 6.
Evaluation Summary
An evaluation was completed by participants for each module reflecting the extent to which the module’s learning objectives were met. All respondents to the evaluation agreed that the training met the stated learning objectives. The content covered and opportunities for interaction and discussions with other supervisors were consistently stated as one of the most valuable aspects of the training.

Objective for Next Quarter

- Integrate a presentation from a DHS Human Resources Analyst into Module 2 on the subject of corrective action per participant request.
- Create a Mentee Orientation training for day two of Module 6
- Implement a structure for Cohorts K and L for following the Action Plans of supervisors between modules.

Certifier and Adoption Worker Training
Project Agreement A-04-09
Certifier Adoption Worker Training - Exhibit A
Foundations Training of Child Welfare Regional Trainers - Exhibit B
Kris Villanueva, Instructor

Activities
Certifier/Adoption Worker
This quarter’s work focused first on forming a work group to provide consultation regarding the objectives and content as well as format of the certifier/adoption worker training. Two meetings took place and participants included casework staff, supervisors and administrative expertise. Additional content was suggested as well as emphasis placed on safety, interviewing and assessment skills.

Effort at gaining a deeper understanding of the Safe Home Study process continued this quarter with beginning two Spanish speaking home studies for East branch. Preparation and face to face contact occurred with the relative caregivers including utilizing Questionnaires 1 and 2. The home studies were not completed as the children moved prior to completion of the process. Another caregiver will be selected for ongoing practice.

Foundations
Posters have been translated into Spanish and distributed during this quarter. Development work has begun on four Foundations modules to be delivered via NetLink and offered in 2010 as a pilot. Dates have been set for the Foundations Training of Trainers in February 2010.

Evaluation Summary
Training did not occur during this quarter so there are no evaluation findings to report on.
Objectives for Next Quarter

- Complete revision of Certifier/Adoption worker training.
- Present Foundations Training of Trainers and begin implementation of additional tasks on Foundations project proposal.
- Pilot NetLink Foundations training in house.
- Provide first module of NetLink Foundations training.
- Attend Safe Interviewing training and incorporate information into Certifier/Adoption worker curriculum revisions.

Freeing and Placing Children for Adoption

Project Agreement A-05-09 Exhibit A
Kellie Herold, Instructor

Activities
During this quarter the fall session of Freeing and Placing took place October 19-29, 2009. The training was almost at capacity with 46 attendees and was successful in terms of a positive learning environment and an engaged group. DHS Adoptions Unit and Child Welfare Partnership staff had a meeting following the October 2009 class to review evaluations and strategize about ways to strengthen the training for spring 2010.

In an ongoing effort to further reduce the printing costs and streamline materials, the participant folders will be incorporated into binders. The initial change copy sample was introduced to DHS staff in December for approval. There is currently a project underway to revise the Adoption Committee video to incorporate policy changes, including having the children’s attorney and CASA present at Adoption Committees. We are revising the video in-house to avoid the expense associated with filming an entirely new Committee (including the costs to reproduce the blue Adoption Committee homework binders; the children’s life story books; and the adoptive family books). Mark Higdon will be filming and editing the video.

In addition to the Adoption Committee video revisions, the Adoption Committee section of the training will be strengthened by having participants utilize two of the new forms: “Child Presentation by Case Worker for Adoption” and “Adoption Placement Selection Report”.

It has been an ongoing goal to ensure workers are building skills in matching the needs of children with adoptive families. In the October 2009 session, a presentation on matching was to be incorporated into “The 400 Series” and Bulletin presentation. Unfortunately, time did not allow this to occur. A concerted effort was made in our planning session to incorporate this topic for the Spring Session. Design and development (by F. Florendo, K. Villanueva, K. Herold, K. Moorhead) of the new presentation “Matching for Success” is in process. This session is intended to be highly interactive and activity based. Workers will: learn to identify a child’s key needs; learn to read and select home studies successfully for kids by learning to identify family strengths and recognizing biases; learn to utilize the “Home study Review sheet” to prioritize studies and ask clarifying questions of adoptive families. This presentation will also teach about
the research of successful adoptions, and the traits that have been identified that help placements flourish.

Francine is revising the Home study Review and Relationship Factors worksheets and Kellie is developing an activity for the clicker quiz of 8 questions that reflect biases such as single parent, same sex adoption stats; urban vs rural; true/false.

**Evaluation Summary**
Participants completed daily evaluations during this training. A summary of these evaluations revealed that 79% of respondents rated the training overall as “good” or “excellent” while 20% rated it as “average”. Participants indicated that their expectations for each day of training were mostly met and that many of the materials were utilized in an effective manner. Respondents reported that they particularly liked the expertise of the trainers and activities offered during training. The most common feedback received for improving the training was to reduce lecture time and add more activities and opportunities for interactions in specific sections of the training.

**Objectives for Next Quarter**
- During the winter quarter Kellie Herold will continue to manage the preparation for the March 29-April 8, 2010 session including agenda, updating training materials, curriculum modifications, monitoring the printing and registration processes, and coordination of instructors.
- Continue to streamline materials and reduce printing costs. Explore the possibility of thumb drives for participants.
- Update curriculum to be in line with current practice and policy changes for the spring of 2010 class. There are many policy changes pending.

**Additional Information**
The Salem Child Welfare Partnership training unit has moved to a brand new location on High Street. The spring 2010 session of Freeing and Placing will be held in the new facility.

**Advanced Training**

**Project Agreement A-06-09 Exhibit A**

**Distance Delivery**

*Mark Schwier, Distance Delivery Trainer*

**Activities**
The fourth quarter of 2009 was relatively stable, remaining mostly unchanged from the previous quarter. NetLinks overall experienced a slight decline for the quarter, with 163 participants, 12 less than the previous quarter. Cancellation of 2 caregiver NetLinks, one due to illness, the other from lack of enrollment contributed to the slight decline. Additionally, the Oregon Safety Model Overview for Community Partners continues to suffer from low enrollment and was canceled.
A total of 8 Staff NetLinks were presented, with 106 participants, an average of 13.25 per session. This number increased slightly, compared with the previous quarter’s average of 10.5.

The partnership presented 3 sessions of Confidentiality and 3 of the Multi-Ethnic Placement Act, and 2 Advanced Staff Trainings.

We provided 4 NetLinks for Foster Parents, with a total of 57 participants with an average participation of 14.25. Topics for the 4 sessions included:

- The Importance of 30-day Contact for Caregivers
- Child Development: Parenting to a Child’s Temperament (new)
- Caregivers and the New Oregon Safety Model
- Attention Deficit /Hyper Activity Disorder for Caregivers

Technical issues continue to improve, especially in regard to the number of working microphones for both staff and caregivers.

One highlight was the attempt to provide a NetLink in Spanish. Although ultimately it was not successful, it did get us started in the right direction. We plan on pursuing a Spanish NetLink in 2010.

Additionally, the Distance delivery trainer attended the Certifier’s Quarterly Meeting in McMinnville, as an outreach effort and handed out 8 headsets at the meeting.

**Evaluation Summary**

All trainings provided through distance delivery are evaluated using the online survey tool, SurveyMonkey. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

**Required Trainings:** There are two required NetLink trainings, Confidentiality and Multi-Ethnic Placement Act (MEPA). Participants complete an evaluation as well as a knowledge quiz after the trainings. The average knowledge quiz score for Confidentiality and MEPA was 79% and 90%, respectively. Respondents agreed that the learning objectives of the trainings were met. Participants liked that the information provided was useful and applicable to their work and the ability to interact with the trainers and other participants.

Suggestions for improving the trainings included: difficulties with the technology (e.g., microphones); adjusting or adding materials; and more time to address questions.

**Advanced Trainings:** There were two advanced trainings offered this quarter, Helping with ADHD Behaviors and Promoting Permanency-Making the Most of 30 Day Contact. Participants agreed that the learning objectives for both these trainings were met. The materials and opportunities for interaction were liked best by respondents.

**Foster Adoptive Relative Caregiver Trainings:** The following trainings were offered via NetLink distance delivery during the quarter: ADHD for Caregivers; Caregivers and the New Oregon
Safety Model; Making the Most of Caseworker 30 Day Visits; and Child Development-Parenting to a Child’s Temperament. Participants agreed that the learning objectives of the trainings were achieved. On scale of 1-5, with 5 as the highest possible score, the average overall rating of caregiver trainings offered this quarter was 4.2.

Objectives for Next Quarter
- Increase Distance Delivery training participation by staff and caregivers. This is an ongoing objective.
- Decrease equipment and technical problems for both staff and caregivers. This is an ongoing objective.
- Increase opportunities for NetLink participants to access course materials.
- Schedule 90% of all NetLinks for 2010 by the end of the next quarter.
  Currently, all of the Confidentiality and MEPA NetLinks are scheduled (24 in all) and dates and times for the Foster Parent NetLinks have been selected (24 in all.) Advanced Staff Trainings have been scheduled for all of 2010 with the exception of December.
- Finish the Guardianship computer-based training module. A completed draft of the CBT has been reviewed by a larger group at DHS, and is on track for completion. The rules and policy changes will necessitate a review of the content for changes.

Additional Information
50 DHS Child Welfare employees completed the online Adoption and Safe Families Act training. This is a dramatic increase from the previous quarter, which had 10 participants complete the course.

Advanced Training – Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructors: Dan Garris and Kris Villanueva

Activities
The Statewide Engagement Skills Training delivery began in June 2008 and drew to its project completion this as a statewide training initiative on December 2, 2009. Approximately 58 sessions have been presented to over 1,100 child welfare casework staff across the state. Supervisors have expressed curiosity and interest in the Engagement Skills training for three reasons: 1) to understand what their workers are receiving from this training, 2) to gain professional development in these skills themselves and 3) to enhance clinical supervision through a more concrete awareness of the parallel process between supervisory coaching and worker to client engagement. Out of these kinds of discussions many supervisors have attended the Engagement Skills training. Their commitment to attend not only enhances the training discussion, but also speaks to their genuine regard for the professional development of their staff.

Evaluation Summary
A total of 131 participant evaluations were collected from nine sessions of Engagement training offered during the quarter. The training overall was rated on a scale of 1-5, with 5 as the highest possible score. This quarter the training received an average overall rating of 4.2. There was general agreement among respondents that this training was applicable to their work (94.7%) and
that they would apply what they learned (98.5%). Participants also reported knowledge gains in key engagement skill areas.

**Objectives for Next Quarter**
Since our statewide Engagement Skills training is identical to what is trained in the Core Training curricula since August 2008, portions of field staff who have not received the training will attend Core until all field staff are trained. All new hires will continue to receive Engagement Skills training in Core.

- Train remaining field staff through Core
- Propose advanced engagement skills training.

**Additional Information**
It’s been a pleasure to undertake this far reaching project, improve our delivery along the way and bring this endeavor to a successful completion.
Foster/Relative/Adoptive Parent Training

Project Agreement A-07-07

Sandra McIlhenny, and Jennifer Scholes, Instructors
Dawn Perrault, Program Coordinator
Kris Villanueva, Lead Worker

Activities

During this quarter, the Foster, Relative, Adoptive Parent Training program unit continued to be busy and productive, working with the Districts to meet their training needs. Team members continued to work on developing new training topics, and participated in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns. In addition, 2009-2011 biennium training planning meetings were completed in Districts 1, 3, 8, 9, 10, 11, 12, 13, 14 and 16. Foster, Relative, Adoptive Parent Training team members participated in a one-day retreat during which the issue of disproportionality in the child welfare system in the State of Oregon was closely examined with a focus on steps the Child Welfare Partnership can take to impact the problem.

Thirty-two classroom training sessions were presented by staff trainers and contractors across the state, as well as four 3-hour Net Link trainings. In addition to providing training to participants at the training sites, two of the classroom trainings included video conferences to second locations to expand the number of caregivers served by a single training session. Participants in the thirty-two classroom and four net link training sessions numbered 591 (11% of those participants were identified as relative caregivers). The trainings included one on-site Behavior Crisis Management Training, and the initial offerings of two newly developed training topics, Parenting to a Child’s Temperament and Proper Hair & Skin Care for Ethnic and Biracial Children.

Five classroom training sessions, including one Behavior Crisis Management Training session, were cancelled during this quarter due to low enrollment. Those cancellations included one in District 3, one in District 7, one in District 9, and one in District 10. One classroom training session was cancelled in District 6 due to trainer illness. Two NetLink training sessions were cancelled during this quarter due to lack of registrants, including one Behavior Crisis Management Training session (the second to be offered), and the first scheduled Spanish language Net Link. A third BCMT NetLink session has been scheduled during the next quarter. If there is a continued lack of interest in participation, the feasibility of future offerings will be evaluated. An additional NetLink training session was cancelled due to trainer illness.

Foster Parent College members statewide completed 198 trainings via the internet during this quarter. Members enrolled in an additional 11 trainings which were still in progress at the end of the quarter. Ten Foster Parent College units were allowed to expire.

Development of several new training topics continued during the past quarter. Those topics included Trauma Informed Parenting, LGBTQ Teens in Out-of-Home Placement, Nurturing the Infant in Care: Birth through 24-Months, Child Development: Toddlers through Pre-Tweens, Child Development: Tweeners through the Teens Years and Supporting Children Exposed to
Domestic Violence. All of these curricula are planned to be completed in the next quarter, and all but one are already scheduled to be presented in various districts.

An overview of the Behavior Crisis Management Training curriculum was presented at the Metro Certifiers Quarterly meeting to increase understanding and attendance at the training.

**Evaluation Summary**
Approximately 309 evaluations were collected from 27 classroom and 4 NetLink trainings that took place during this quarter. Respondents regarded these trainings very highly, with 94% rating the overall training either a 4 or 5 on a scale of 1-5, with 5 as the highest rating possible. In addition, 98% of respondents reported that the stated learning objectives of the trainings were met. Most frequently cited as the things that caregivers liked about the trainings included: the practical and useable information provided; real life examples provided by the trainers; and opportunities to ask questions and interact with the trainer and other caregivers. Participants, across the various training topics offered this quarter, most frequently requested to increase the length of trainings.

**Objectives for Next Quarter**
- Continue to offer both one evening and one daytime Net Link per month. We will be continuously reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Continue to work with the districts to promote participation in BCMT trainings offered via NetLink.
- Complete development of training topics including LGBTQ Teens in Out-of-Home Placement, Nurturing the Infant in Care: Birth through 24-Months, Child Development: Toddlers through Pre-Tweens, Child Development: Tweeners through the Teens Years, Supporting Children Exposed to Domestic Violence and Managing Difficult Behaviors in Young Children (English and Spanish).
- Continue to identify new training topics for development.
- Continue to work with district representatives in the further development of training plans for the new biennium.
- Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.
- Continue to work with the districts to promote the use of v-con to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in substitute caregiver training committee.
- Observe and provide feedback to contracted and staff trainers.
### Training Districts

*Sandra McIlhenny and Jennifer Scholes, Instructors*

( # ) Denotes number of Foster Parent College courses accessed this quarter

#### District 1 (Clatsop, Columbia, and Tillamook)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/29</td>
<td><em>Thriving in Stressful Times</em></td>
<td>Morley</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### District 2 (Multnomah County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Miller</td>
<td>5</td>
<td>23</td>
<td>6</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>10/13</td>
<td><em>Parenting Children with ADD/ADHD 101</em></td>
<td>Scholes</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/09</td>
<td><em>Ethnic Hair &amp; Skin Care</em></td>
<td>Woodall</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/14</td>
<td><em>Living with Sexually Abused Children</em></td>
<td>Nordahl</td>
<td>2</td>
<td>19</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>12/03</td>
<td><em>Positive Behavior Management</em></td>
<td>Barrios</td>
<td>7</td>
<td>17</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (27)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

#### District 3 (Marion, Polk & Yamhill Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/08</td>
<td><em>Thriving in Stressful Times</em></td>
<td>Morley</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10/13</td>
<td><em>FASD 101</em></td>
<td>McIlhenny</td>
<td>1</td>
<td>13</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/18</td>
<td><em>Parenting to a Child’s Temperament</em></td>
<td>Scholes</td>
<td>5</td>
<td>13</td>
<td></td>
<td>5</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>12/05</td>
<td><em>Los Parientes Como Cuidadores</em></td>
<td>Villanueva</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

#### District 4 (Linn, Benton & Lincoln Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/09</td>
<td><em>FASD 101</em></td>
<td>McIlhenny</td>
<td>7</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/06</td>
<td>FASD 101</td>
<td>McIlhenny</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/05</td>
<td>Educational Rights of Children</td>
<td>Jordan</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/18</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

### District 6 (Douglas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>10 Tips for Parenting Teens</td>
<td>Scholes</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/19</td>
<td>Parenting Children with ADD/ADHD 201</td>
<td></td>
<td>13</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 7 (Coos & Curry Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>The Continuum of Attachment</td>
<td>Herbert</td>
<td>4</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19</td>
<td>Collaborative Problem Solving</td>
<td>Jordan</td>
<td>6</td>
<td>17</td>
<td>12</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/09</td>
<td>Loss and Grief</td>
<td>McIlhenny</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>FASD 101</td>
<td>McIlhenny</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 10 (Deschutes, Crook & Jefferson Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/05</td>
<td>Parenting Children with ADD/ADHD</td>
<td>Scholes</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>District 10 (Deschutes, Crook &amp; Jefferson Counties)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Training</td>
<td>Trainer</td>
<td>Rel</td>
<td>Foster</td>
<td>Adopt</td>
<td>Staff</td>
<td>CP</td>
<td>Hours</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td>-----</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (3)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 11 (Klamath &amp; Lake Counties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>11/04</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 12 (Morrow &amp; Umatilla Counties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>11/19</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 13 (Wallowa, Union &amp; Baker Counties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>10/06</td>
</tr>
<tr>
<td>11/02</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 15 (Clackamas County)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>10/23</td>
</tr>
<tr>
<td>11/07</td>
</tr>
<tr>
<td>11/09</td>
</tr>
<tr>
<td>12/11 &amp; 12</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Foster/Relative/Adoptive Parent Training*
### District 16 (Washington County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10</td>
<td><em>Parenting to a Child’s Temperament</em></td>
<td>Scholes</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>12/08</td>
<td><em>Fun and Creative Parenting</em></td>
<td>Jordan</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>12/10</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (7)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
## Training Totals

### DHS Staff Training

<table>
<thead>
<tr>
<th>Training Category</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Welfare Core Training</strong>&lt;br&gt;(Casework Practice, CPS Core &amp; Legal Issues)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td>45</td>
<td>114</td>
<td></td>
<td></td>
<td>45</td>
<td>114</td>
<td>2</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>26</td>
<td>59</td>
<td></td>
<td></td>
<td>26</td>
<td>59</td>
<td>1</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td></td>
<td>42</td>
<td>9</td>
<td></td>
<td>42</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td></td>
<td>51</td>
<td>9</td>
<td></td>
<td>51</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>ASFA</td>
<td></td>
<td>50</td>
<td>1</td>
<td></td>
<td>50</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Behavioral Issues of ADHD</strong></td>
<td></td>
<td>7</td>
<td>3</td>
<td></td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Caregivers and the OSM</strong></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Engagement Training</strong></td>
<td>120</td>
<td>54</td>
<td></td>
<td></td>
<td>120</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td><strong>SSA Training</strong></td>
<td>23</td>
<td>36</td>
<td></td>
<td></td>
<td>23</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td><strong>Supervisory Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort G</td>
<td>60</td>
<td>36</td>
<td></td>
<td></td>
<td>60</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Cohort H</td>
<td>44</td>
<td>24</td>
<td></td>
<td></td>
<td>44</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Cohort I</td>
<td>18</td>
<td>6</td>
<td></td>
<td></td>
<td>18</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>336</td>
<td>329</td>
<td>151</td>
<td>25</td>
<td>487</td>
<td>380</td>
<td>28</td>
</tr>
</tbody>
</table>
## Caregiver Training

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>22</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>103</td>
<td>20.5</td>
<td>17</td>
<td>12</td>
<td>25</td>
<td>27</td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>7</td>
<td>45</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>39</td>
<td>9.5</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>11</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>30</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>22</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>42</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>18</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>5</td>
<td>3.5</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td>19</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>53</td>
<td>21</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>53</td>
<td>13.5</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
### Partnership Training Totals

<table>
<thead>
<tr>
<th></th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregivers</td>
<td>10</td>
<td>53</td>
<td>469</td>
<td>112.5</td>
<td>51</td>
<td>70</td>
<td>68</td>
<td>85</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>336</td>
<td></td>
<td></td>
<td>329</td>
<td>151</td>
<td>25</td>
<td>134</td>
<td>751</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Balance Forward</td>
<td>372</td>
<td>16</td>
<td>550</td>
<td>527</td>
<td>150</td>
<td>103</td>
<td>72</td>
<td>134</td>
<td>751</td>
<td>235</td>
</tr>
<tr>
<td>Biennium Total</td>
<td>718</td>
<td>69</td>
<td>1019</td>
<td>968</td>
<td>352</td>
<td>198</td>
<td>140</td>
<td>219</td>
<td>1131</td>
<td>404</td>
</tr>
</tbody>
</table>
## Research

### Title IV-E Waiver Evaluation

**Project Agreement C-01-07 Exhibit A**

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with ILP and Youth Transition Staff at DHS regarding presentations and products to come out of the SG final report.</td>
<td>Completed</td>
</tr>
<tr>
<td>Design and produce a series of posters representing the findings from youth focus groups.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Write a supplemental report detailing findings from the youth focus groups not included in the final report.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Conduct a site visit with an additional tribe who had not yet provided data to the SG study.</td>
<td>Completed</td>
</tr>
<tr>
<td>Prepare a mailing of the SG final report to be sent to all caregivers who participated in interviews for the SG study.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Present highlights of findings from the entire Waiver evaluation to District Managers Meeting in Salem.</td>
<td>Completed</td>
</tr>
<tr>
<td>Consult with District 2 management regarding planning a series of presentations on findings from the SG study.</td>
<td>Completed</td>
</tr>
<tr>
<td>Present highlights of findings for the Visitation study and the Monitoring of Performance Measures for Waiver Plans to District 2 Child Welfare Advisory Committee.</td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct additional qualitative analyses for the Visitation Study</td>
<td>Completed</td>
</tr>
<tr>
<td>Identify a matched sample of cases from the comparison branches with the cases receiving enhanced visitation and perform the outcome analyses on these matched groups.</td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct additional interviews with field staff regarding the sustainability of Waiver plans after funding ends in January 2010.</td>
<td>Completed</td>
</tr>
<tr>
<td>Write a supplemental report to include findings from the additional analyses for the Visitation study and the additional interviews regarding Waiver plans.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Assist DHS in preparing the proposal for the Waiver extension submitted to the Children’s Bureau in October 2009.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

### Progress Notes

Work since the Final Report was submitted in September has been focused around 4 activities: additional data collection, additional analyses, additional writing and dissemination of findings.

#### Additional Data Collection

For the Subsidized Guardianship study a site visit was conducted at one of the two tribes who had not yet provided data to the project. In ongoing work on the State Process Evaluation, a few additional interviews were conducted with field staff regarding their perception of the...
importance and success of their local plans as well as feasibility and plans to sustain the services for which Waiver funding will end in January 2010.

Additional Analyses
In the Visitation Study, the outcome analyses were conducted on a matched sample of cases with the sample of cases that received enhanced visitation. Analysis of qualitative data collected through the case file reviews was also conducted.

Additional Writing
Brief supplemental reports are being written to present detailed findings from the youth focus groups as well as the findings from the additional analyses conducted in the Visitation Study.

Dissemination of findings.
Through collaboration and consultation with DHS staff, presentations in various venues as well as additional written materials were planned and developed. Presentations have occurred throughout this last quarter and will continue into Winter and Spring of 2010.

Completion of Work in January 2010
Activities in the last month of the Waiver Evaluation will consist of finishing the development of posters and other written materials for dissemination as well as the additional reports. Presentations and other dissemination of findings will extend beyond the funded period as we are able.

Objectives for Next Quarter:

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish production of posters and distribute to ILP programs all DHS branches</td>
</tr>
<tr>
<td>Conduct presentations and meetings to discuss findings from the SG study, including a meeting with the tri-county ICWA program staff, the Child Welfare Advisory Committee, branch managers and teen units.</td>
</tr>
<tr>
<td>Complete additional reports.</td>
</tr>
</tbody>
</table>
January-March 2010
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marisa Lara, Assistant Director
Richard Hunter, Assistant Director, Child Welfare Education Program
Marty Lowrey, Director, Training

http://cwpsalem.pdx.edu

Child Welfare Education Program 1
Training 3
Child Welfare Core Training 5
Social Service Assistants Training 6
Supervisory Training 6
Certifier and Adoption Worker Training 7
Freeing and Placing Children for Adoption 8
Advanced Training 9
Foster/Relative/Adoptive Parent Training 13

Training Totals 13
Research

Title IV-E Waiver Evaluation 20
Child Welfare Education Program
Richard Hunter, Director

Objectives for This Quarter
- Continue recruitment efforts for the 2010-2011 academic year and initial review of applications after February 1.
- Begin planning with DHS personnel regarding job placement for graduating recruits.
- CWEP staff will teach our Advanced Practice in Child Welfare Course during the term next quarter.

Progress Towards Objectives
Recruitment and Application Activities:
- To date we have received 57 applications statewide for the CWEP program
- We are currently prescreening applicants to select for interviews. Due to the large number of applications received by the School of Social Work this year (nearly 900), admittance decisions will not occur until approximately May 1.
- We will be interviewing 5 BSW students who have applied for tuition support this in April, which includes one CAF child welfare employee.
- We will be interviewing continuing students who have applied for support the following month.
- To date we have 13 CAF child welfare employees who have applied for support representing 11 branches.

Job Placement Activities
- 23 students will be graduating from the campus and distance programs this June:
  - 11 DHS employees will be graduating with the MSW degree.
  - 11 MSW “recruits” will be graduating with the MSW degree.
  - 1 BSW will be graduating this June.
  - 1 BSW student will be graduating in August and will be volunteering for the agency until she can officially apply upon receipt of her degree.
  - 2 BSW students will be graduating this coming fall term. One student is seeking a temporary SSA position until that time.

- Graduating recruits will meet next quarter with CAF personnel to begin the application and job search process.

- There are currently 51 students in the CWEP, including campus and distance. 27 students are DHS employees and 24 are recruits.

Advanced Practice Class activities
- 24 students are enrolled in the Advanced Practice in Child Welfare. To date, two non-CWEP students who in the course have decided to apply for the CWEP program.
The course has been reformatted to include information on the CAF short and long-term strategic plans as well as information on the CSFR outcomes and Program Improvement plans.

The course has been approved as an advanced practice elective for all advanced practice sequences (Direct Human Services, Social Service Administration and Management, and Community-Based Practice).

Due to the course’s emphasis on evidence based practice, the Director is working on adapting the course to also meet the requirements of advanced research in the curriculum. A CWEP child welfare employee/student has been assisting the Director this term in developing course materials and assignments to meet this objective.

Other Activities
Culturally Responsive Leaders in Child Welfare Traineeship update:
This project is a five year award from the National Child Welfare Workforce Institute and the U.S. Children’s Bureau. Our project focuses on financial and curricular support for culturally diverse leaders and emerging leaders in public child welfare, tribal child welfare services, and community agencies providing child welfare services.

- 7 students are currently supported by the project. We are developing application materials to make awards for the coming academic year.
- From resources within this award, we are in the beginning stages of developing an electronic newsletter to provide updates on current research and innovative child welfare practice that will be provided our partner agencies and CAF managers. This grant provides an avenue to meet requests from CAF managers and community partners for such a resource.
- The Principal Investigator presented on the development of competencies for measuring culturally responsive leadership as part of a national webinar on competencies in child welfare sponsored by the National Child Welfare Workforce Institute.

The Project will host a meeting of staff from other funded traineeships throughout the nation that will be attending the upcoming fall CSWE conference in Portland.

Objectives for Next Quarter
- Coordinate meeting between all graduating students and CAF personnel to complete job applications and begin job search activities.
- Complete interviews of CWEP applicants and make selection decisions for the 2010-2011 academic year.
- Coordinate and provide technical assistance to Eastern Washington University in their provision of IV-E support for Oregon CAF employees attending that program.
- Beginning late spring, project staff will conduct a 5 year “look back” at program participants to assess completion of degrees, employment with CAF, payback status, job attainment and promotion, and qualitative data regarding participant perceptions of impact of MSW degree upon work readiness and skills.
- Program staff will be preparing to host a meeting of nation-wide IV-E program faculty at the fall conference of the National Council on Social Work Education (CSWE) to be held in Portland this coming October.
Training
Marty Lowrey, Director

Overview
At nine months into the 2009-2011 biennium, the Child Welfare Partnership training unit has delivered 50 classroom trainings for child welfare staff serving 915 participants and 191 classroom trainings for foster, adopt, and relative care providers serving 1,635 caregivers. The first quarter of 2010 saw a marked increase in both the number of NetLinks and the number of participants. NetLinks overall experienced a large increase for the quarter, with a total of 292 participants, 129 more than the previous quarter. 2010 will see delivery of approximately 65 NetLinks and NetLink training for caregivers in Spanish beginning in May.

Trainings have ranged from 3 hour sessions for foster, adopt, and relative care providers to four weeks of training for child welfare core participants. The evaluation findings have been strong with particular appreciation for the panels of birthparents, caregivers, foster youth, and staff who give the work a voice and face.

As well as training delivered as part of the Child Welfare Partnership Contract, the training unit is in the process of delivering training on the Trauma of Removal in the Oregon Casey sites and facilitating Neglect Summits in five sites: Klamath, Hood River, Baker, Brookings, and Jefferson through the Children’s Justice Act Task Force. The Training Unit also developed and delivered a curriculum and training of trainers in District 2 on Engaging and Supporting relatives which was well received and will be expanded on in the remainder of this biennium.

In addition to the continual delivery of quality training for the child welfare community (caseworkers, social service assistants, supervisors, foster, adopt, and relative caregivers and community partners), an important role of the training unit is to move forward new training initiatives that will advance the work of child welfare, align with the strategic goals of Oregon Child Welfare, and ultimately make safer and healthier the children and families of Oregon.

The following proposals or projects are focused on either actual or potential future training that addresses identified priorities of child welfare:

- The **Culturally Responsive Training Initiative** would create a statewide diversity trainer within the Child Welfare Partnership. This trainer would partner with child welfare and others to bring the Casey “Knowing Who You Are” curriculum to Oregon, would develop and deliver training for supervisors and managers on application of clinical supervision to culturally responsive practice strategies, would operate as a cross systems liaison to strengthen the statewide response to children and families of color, and would provide consultation and curriculum review with the lens of evidenced based, culturally responsive practice strategies. (Proposal for Policy Option Package for Training)

- The **Advanced Specialized Training Project** would develop intensive, stand-alone workshops on three discreet areas of practice: screening, interviewing, and court presentations. These workshops would include individualized practice with videotaping, peer and expert critique, and feedback. Recent Critical Incident Response Team Reports and Appellate decisions have highlighted the need for advanced practice based training in these areas. (Proposal for Policy Option Package for Training)

- Caregivers are integral in child safety and, whenever possible, they should be family. The **Foster, Adopt, Relative Care Provider Proposal** would maintain and expand on the
advanced training for caregivers by providing additional classroom training in both English and Spanish, guaranteeing the availability of Foster Parent College (a popular computer based training system for caregivers), piloting in 5 sites the use of our training support staff to increase participation in training and stabilizing the current training delivery system (staff and travel). Training is a component of keeping children safe. One of the preliminary findings of this Foster Care Safety Team was that there was “some correlation between child abuse and the lack of completion of minimal annual training requirements by foster care providers in order to maintain their foster care certification”.

- The Engagement Training Project Agreement completed a major milestone in the delivery of foundational Engagement Skills Training throughout the state for existing staff and being incorporated into Core Training for all new staff. However, engagement strategies have many application and audiences. Currently in development are three new curriculums: Engaging and Supporting Relatives throughout the Life of the Case, Engaging Non-custodial Fathers in their Children’s Case Planning, and Advanced Engagement Training, The Gentle Art of Persuasion. This menu of training will continue the forward movement of engagement as the caseworker’s foundational set of strategies when working with families.
Child Welfare Core Training

Project Agreement A-01-09 Exhibit A

Lead Trainer: Linda Bello

Activities

Child Welfare Core Training was held twice during this quarter. Our move to the new building has been accomplished and processes to inform students of parking and building procedures have been developed and implemented. Class size remains consistent.

Twenty-three sessions of Child Welfare Core training have been produced in the standardized format and the system of quality assurance is in process. A new curriculum review process has been developed and will be implemented next quarter. This review process will involve support staff in providing oversight for consistency of curriculum formatting. The curriculum review template has been revised and the Core staff will be encouraged to use this template in all future curriculums. The Core Curriculum Tool will continue to be used to evaluate curriculums on content, adherence to learning objects, alignment with adult learning practices, organizational goals, cultural diversity, and application to the Oregon Safety Model, family-centered practice and Child and Family Service Review outcomes.

Because the Oregon Safety Model knowledge assessment is administered in the "Life of a Case" cluster only, a process for assessing student retention in the “Fundamentals of Child Welfare” cluster has been implemented. We call this assessment, “Projections and Reflections”.

Objectives for Next Quarter

Although full implementation of the new Core structure has been achieved, curriculum improvements continue to be made; a new introduction activity and a parent panel have been added to the Life of a Case cluster. In addition, the Fundamentals of Child Welfare will include a new introductory activity and be extended to end at 3 pm on both Fridays. The integration of a metaphor will assist students in learning retention. The metaphor will be implemented next quarter.

Trainors continue to meet as a Core training group to make necessary modifications to the Core agenda. Mentoring of guest presenters to integrate adult learning training practices into their presentations is an ongoing activity. Consultation on curriculum design amongst the Core Training staff is ongoing.

Evaluation Summary

The Fundamentals cluster of Core was offered twice during this quarter. This cluster consists primarily of external trainers. Participants were asked to retrospectively rate their knowledge gained for each session topic on a scale of 0-5, with 0 representing absence of knowledge at all and 5 representing expert knowledge. The average rating prior to training was 2.5 and the average post training rating was 3.8, a gain of 1.3. There was a high level of agreement among respondents that: the trainers were knowledgeable; the learning objectives were covered; the content was applicable; materials were helpful; and activities were valuable.

The Life of a Case cluster was also offered twice during the quarter.
At least 98% of the time, respondents agreed that the learning objectives were covered, the materials were helpful, and the activities were useful. Written feedback on the evaluation forms indicated that participants found the content presented to be helpful and that they liked the variety of textures used throughout training.

**Social Service Assistants Training**  
**Project Agreement A-02-09 Exhibit A**  
*Instructor: Michelle Warden*

**Activities**  
The first two days of Social Service Assistants Training were delivered at the end of this quarter (March 30th and 31st). The last four days will be delivered at the start of the next quarter (April 1st, 6th, 7th, 8th).

During this quarter, minor revisions to the curriculum were made based on feedback from evaluations. The “Culture of Parenting” Activity was re-designed, to engage participants in examining their own culture and identifying their biases and how those biases may impact their interactions and observations with the children and families they are working with.

The session entitled, “Using the Oregon Safety Model to Ensure Safe and Meaningful Visits was also revised to place greater emphasis on using visits to enhance “diminished protective capacities.”

Participant’s materials for this training were previously provided to students in folders. This format changed to using binders instead; as it was found that there is a significant cost savings.

Sandra McIlhenny worked with Karen Moorhead to revise the training entitled “Supporting Safe and Successful Visits.” Karen previously co-trained this session with a contracted trainer. Sandra brought a more interactive teaching style to the training, which seemed to be more useful to the participants. It also resulted in a cost saving for the training.

**Objectives for Next Quarter**  
- Deliver the second week of SSA training.  
- Make any necessary modifications to curriculum based on class feedback.

**Evaluation Summary**  
Evaluation findings are not yet available at this time, and will be included in the next quarterly report.

**Supervisory Training**  
**Project Agreement A-03-09 Exhibit A**  
*Instructor: Dan Garris*

**Activities**  
For this winter quarter, we started a new Cohort beginning in January 2010. This new Cohort K is comprised of mainly new child welfare supervisor. Most of these new hires are promoted from casework positions. This has been a dynamic group, generating insightful discussions.
through specific facilitated topics. As has been a theme for previous cohorts, this new cohort is benefiting from facilitated group discussion and structured peer consultation both of which are integrated features of the curriculum.

We have also had experienced supervisors attend make up sessions which has added a layer of mentorship to discussions.

Through our evaluations, a number of previous participants asked for more in-depth discussion to the section on Using Corrective Action and Analyzing the Cause of Performance Problems. To meet this content demand, I invited Larry Merritt, DHS Human Resources Analyst, as a guest presenter. Participants appreciated the expertise Larry brought to this topic. This addition will become a regular feature for the corrective action and performance problems section.

Another discussion theme added several cohorts back which continues to be emphasized and augmented is the discussion around the parallel processes between worker engagement of clients (with examples of practice successes and problems) and between supervisor engagement of their staff (with reference to coaching and case consultation practices).

On a final note, Cohort K will be the first group to directly participate in the Mentor Program. We will add a Mentee Orientation day to Module 6 which previously had been a one day Module. An already compiled list of volunteer mentors (mostly experienced child welfare supervisors) will receive the Art of Mentoring Training in July, 2010.

Objectives for Next Quarter
- Develop the Mentee Orientation training for the June 2010 day 2 session of Module 6.
- Track supervisor Action Plans and provide feedback through structured email contacts with individual supervisors.
- Help facilitate mentor-protégé matching by developing a clearer method and message on how supervisors will be matched with the trained mentors.

Evaluation Summary
Evaluations were collected for each of the three modules completed this quarter. There was nearly unanimous agreement among participants that the learning objectives for each module were met. Respondents liked the content and described it as being very useful in their role as supervisor. They also enjoyed the opportunities this training provides to connect with other supervisors. There were no overarching themes of things to improve in these trainings.

Certifier and Adoption Worker Training
Project Agreement A-04-09
Certifier Adoption Worker Training - Exhibit A
Foundations Training of Child Welfare Regional Trainers - Exhibit B
Instructor, Kris Villanueva

Activities
This quarter’s work focused on the finalization of an agenda for the revised Certifier/Adoption worker training, beginning the Foundations face to face mentoring project, hiring a new trainer for the Certifier/Adoption worker training, beginning development of the Foundations Training
of Trainers statewide gathering and providing the first Foundations NetLink module. In addition, time was devoted to participating in the DHS Subcare Training Committee, the SAFE Interviewing training, and Certifier quarterlies.

Foundations
A Foundations Training of Trainers was held on February 9th to 11th with 21 participants. One branch sent a whole group of staff to begin their planning for offering the training in Spanish.

Instead of offering the Foundations training twice a year several new projects were added including face to face mentoring, twice yearly gathering and distance Foundations training. The proposal for the Foundations project was modified this quarter with the removal of the distance mentoring and increased time to the face to face mentoring. In addition, development was begun on the Foundations Training of Trainers gathering which will take place on June 1st and provide a focus on techniques to include and encourage diverse ideas in training.

We piloted the first module of Foundations NetLink in house and made some changes based on our experience. We offered the first actual distance module of Foundations Session 2 on April 22nd. We are currently considering how to advertise and recruit more group sites for the June session. The field has provided feedback that the pilots are a good idea but what they really need is more, ongoing sessions held regularly, as opposed to the current four sessions we are offering.

Objectives for Next Quarter
- Complete revisions to Certifier/Adoption worker training.
- Provide Foundations mentoring to individual trainers.
- Provide Foundations Training Of Trainers in June.
- Provide second Foundations NetLink module.
- Provide Certifier/Adoption worker agenda to workgroup for review.
- Provide two week Certifier/Adoption worker training.
- Mentor new coworker to assume responsibility for Certifier/Adoption worker training.

Evaluation
There was one Foundations training in February and participants of this training unanimously agreed that the training met its stated learning objectives and that the content was applicable to their work. They also agreed that the materials were effectively presented and that the activities were valuable to their learning. Of the 17 respondents, 12 gave the overall training the highest rating possible (5, on a scale of 1 to 5); 4 participants rated it as a 4 and 1 rated it a 3. Respondents liked the trainer, the variety of textures used, and the materials.

Freeing and Placing Children for Adoption
Project Agreement A-05-09 Exhibit A
Instructor: Kellie Harold

Activities
The spring session of Freeing and Placing took place on March 29-April 8, 2010. There were 36 engaged attendees. This was the first Freeing and Placing training in the new training center in downtown Salem which added to the positive learning environment.
The following work was done on Freeing and Placing Children for Adoption during this quarter:

- Integrated the curriculum and scheduling modifications as suggested by DHS.
- To reduce the printing costs and streamline materials, the folders were incorporated into the binders. Initial change copy sample was introduced to DHS staff in December for approval.
- Revised the Adoption Committee (AC) video to incorporate the Adoption Committee policy changes (having the children’s attorney and CASA present at AC). Mark Higdon (Training Center IT support) provided technical support for filming and editing.
- In addition to the AC video revisions, the AC section of the training will be strengthened by having participants utilize two of the new forms: “Child Presentation by Case Worker for Adoption” and “Adoption Placement Selection Report”.
- Trained a new section on “Matching for Success”. Participants learn to identify a child’s key needs; to read and select home studies successfully for kids by learning to identify family strengths and recognizing biases; to utilize the “Home study Review sheet” to prioritize studies, and to identify research based ‘successful’ traits that help placements flourish.
- Modifications to Inter-country Adoption practice/The Hague were incorporated.
- Enhanced the Siblings training to include strategies for overcoming the barriers to siblings’ placements.
- Revised the Transitions segment of training to reduce the lecture portion and integrate an activity that would engage adult learners.

**Objectives for Next Quarter**
- Meet with DHS Adoption and Legal Assistant Specialists to make necessary modifications to the agenda.
- Prepare for an 8 day October 18-28, 2010 session.
- Continue to streamline materials and reduce printing costs.
- Mentoring of guest presenters to integrate adult learning training practices into their presentations is an ongoing activity.
- Update curriculum to integrate practice and policy changes for the Fall 2010 class, including Relative, Sibling, and The Inter-country Adoption Policies.

**Evaluation Summary**
Evaluation findings for the March 29 – April 8, 2010 are not yet available at this time and will be included in the next quarterly report.

**Advanced Training**
**Project Agreement A-06-09 Exhibit A**

**Distance Delivery**
*Distance Delivery Trainer: Mark V. Schwier*

**Activities**
The 1st quarter of 2010 saw a marked increase in both the number of NetLinks and participants. NetLinks experienced a large increase for the quarter, with a total of 292 participants, 129 more than the previous quarter. This metric showed a 79% increase from the previous quarter.
A total of 8 Staff NetLinks were presented, with 127 participants, an average of 14 per session. This increased slightly compared with the previous quarter’s average of 13.25. Staff NetLink highlights included the first session of the Internet Guidelines for Child Welfare Staff and overall increased numbers for the required Core NetLinks.

The number of Caregiver NetLinks increased from four (4) in the previous quarter to eight (8). A highlight for the quarter was two record breaking NetLinks with 39 participants each. Average attendance for caregivers was 22 per session.

Two new NetLinks were introduced in this quarter, Trauma Informed Parenting Strategies Parts 1 & 2, both of which debuted on NetLink before being presented in the classroom.

As part of our outreach efforts, Mark Schwier attended the Eastern Certifier’s Quarterly in March. As a result, participants from the Eastern Oregon region exhibited a noticeable increase. Additionally, I met with the training staff for the Portland Metro Training Center to demonstrate how they could incorporate NetLinks into their training schedule.

All of the NetLinks currently offered in 2010 have been scheduled, except for the Behavioral Crisis Management Trainings.

**Objectives for Next Quarter**

**Increase the delivery Distance Learning in Spanish.**
We are currently on track to provide our first NetLink in Spanish. We currently have three group sites wanting to participate. Rudy Torres, the training center’s new bilingual trainer, has been key in marketing this NetLink to certifiers. New topics are being developed both for staff and caregivers.

**Increase participation by staff and caregivers.**
This is an ongoing objective. The DHS Child Welfare newsletter has proven effective in generating increased numbers for the Staff NetLinks. Our Caregiver Trainers have been taking time to discuss the NetLink classes and have been handing out flyers with the schedules for the Caregiver NetLinks. This has been instrumental in increasing participation across the state, primarily in the more rural regions.

**Decrease equipment and technical problems for both staff and caregivers.**
- This is an ongoing objective. I will continue to send out USB headsets to caregivers. 14 headsets were sent to caregivers in the 1st quarter, double the number from last quarter. Dawn Perrault, the Foster Adoptive Trainer Program Coordinator, and I will continue to go to the Certifier Quarterlies to distribute equipment and market the NetLink trainings.
- Increase opportunities for NetLink participants to access course materials. I have been concerned with participant’s ability to find and download the course materials for each session. I have started sending the materials directly to the attendees in e-mail format which has proven successful.
Evaluation Summary
All trainings provided through distance delivery are evaluated using the online survey tool, Survey Monkey. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

Required Trainings: Evaluations and post-training knowledge quizzes were completed by participants for both required NetLink trainings: Confidentiality and Multi-Ethnic Placement Act (MEPA). Both trainings were offered three times during the quarter. MEPA participants received an average quiz score of 82%, while Confidentiality participants received an average score of 80%. After each question on the quiz is answered, trainees are given the correct answer. In this way, they are provided with a second learning opportunity with the key content of the training. Evaluations of the trainings revealed that 97% of MEPA respondents and 99% of Confidentiality respondents agreed that the learning objectives for the trainings were met. In both trainings, participants reflected that they felt ‘neutral’ in regards to the trainings (neither looking forward to them or not), but after the training they were glad that they attended. Participants agreed that the information provided was useful and presented in an engaging, easy to follow manner. One suggestion provided by a few participants was to create a Confidentiality NetLink training specifically for Social Service Assistants.

Advanced trainings: There were two advanced NetLink trainings for staff completed this quarter: Coaching Foster Parents on Collaborative Problem Solving and Internet Safety Guidelines for Child Welfare Staff. Participants across both trainings agreed that the learning objectives were met. They liked the interactiveness of the trainings and information provided. A common suggestion to improve the Internet Safety NetLink was to increase the pace of the training.

Foster Adoptive Relative Caregiver trainings: There were 8 NetLink trainings offered to caregivers this quarter. Included were: Transitioning Children with Sensitivity; Confidentiality for Foster Parents; and Trauma Informed Parenting Part 1 and Part 2. Confidentiality and the Trauma Informed Parenting series were offered twice this quarter. There was agreement among participants across all these NetLinks that the learning objectives for the training were met. Participants especially liked the practical ideas they gained from the trainings, the experience and knowledge of the trainers, interacting with each other and the trainers, and being able to participate from home.

Advanced Training – Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructors: Dan Garris
Activities
The statewide basic Engagement Skills Training project has been completed, starting in June of 2008 and ending in December 2009. The curriculum for this basic Engagement Skills Training continues to be a course offering in the child welfare CORE training.

The following proposals for advanced engagement trainings are approved and in development: Advanced Engagement skills; Verbal Judo, the Gentle Art of Persuasion
Verbal Judo is a nationally and internationally known communication training created by Dr. George J. Thompson who delivers to multi-disciplinary professional audiences. Dan Garris with
the PSU Child Welfare Partnership is a certified Verbal Judo instructor. The development for this training will amount to adaptations of the curriculum for a child welfare audience. This training will be advertised as an advanced engagement skills training for interested DHS child welfare staff.

**Engaging and Supporting Relatives throughout the Life of the Case**

Trainer, Kris Villanueva, has developed this curriculum and a train the trainer companion presentation to be delivered on March 31, 2010. A minimum of six additional sessions will be offered to child welfare staff in the remainder of this biennium. This training will be advertised as an advanced engagement skills training for interested DHS child welfare staff.

**Involving the Nonresident Father in Case Planning**

This training is in the research and development stage; between July 2010 and June 2011 the Child Welfare Partnership will deliver this training to interested DHS child welfare staff.

**Objectives for Next Quarter**

- Adapt the Verbal Judo curriculum to a child welfare audience as a full day session deliverable and begin delivery in this biennium
- Following the necessary adaptations to and delivery of the Verbal Judo curriculum, adapt this training to fit NetLink delivery.
- Continue research and development of the Involving the Nonresident Father in Case Planning for delivery between July 2010 and June 2011.
- As lead trainer on the advanced engagement projects, assist in consultation and oversight of all other advanced engagement deliverables.

**Evaluation Summary**

Not relevant at this time
Foster/Relative/Adoptive Parent Training

Project Agreement A-07-07
Instructors: Sandra McIlhenny, and Jennifer Scholes
Program Coordinator: Dawn Perrault
Kris Villanueva: Lead Worker

Activities
During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued to be busy and productive, working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns. In addition, team members attended and participated in the initial meeting of a Caregiver Training Committee established by the Department of Human Services to explore a variety of issues related to caregiver training. A presentation was made at the Eastern Certifiers’ Quarterly meeting to educate attendees with regard to how facilitate a group NetLink site at their respective branch offices. The presentation produced immediate results with the Ontario branch hosting a group site during the next net link training, as well as registering to participate in an upcoming Spanish NetLink.

Rudy Torres joined the Child Welfare Partnership staff during this quarter. Rudy is bilingual and will increase the partnership’s ability to offer training in Spanish. Rudy will be trained as a Behavior Crisis Management trainer during the next quarter. He has been spending time focusing on the marketing of Spanish trainings which appears to be producing results as four branch offices have registered for the upcoming Spanish NetLink.

Between January 1, 2010 and March 31, 2010, forty-one classroom training sessions were presented by staff trainers and contractors across the state, including five CPR & First Aid trainings and one on-site Behavior Crisis Management training. The classroom trainings included the initial offerings of four newly developed training topics: Trauma Informed Parenting (a 6-hour session), Supporting Children Exposed to Domestic Violence, Nurturing the Infant in Care: Birth to 24 Months, and Child Development: Toddlers through Pre-Tweens. One training session was delivered in Spanish by the new bilingual trainer within three weeks of his joining the unit. Three of the classroom sessions included video conferences to second locations to expand the caregivers served by a single training session.

Also during the period of Jan. 1, 2010 through Mar. 31, 2010, eight 3-hour NetLinks were provided, including the first day of a combination net link/classroom session of Behavior Crisis Management training. The NetLink trainings included the initial net link offerings of the newly developed training topic, Trauma Informed Parenting, a six-hour training course.

Participants in the forty-one classroom and eight NetLink training sessions numbered 805 (12% of those participants were identified as relative caregivers).

One classroom training session, Los Parientes Como Cuidadores, planned for the Metro (District 2) area, was cancelled during this quarter due to low enrollment. One NetLink training session was cancelled due to trainer illness.
Development of several new training topics was completed during this quarter. Those topics included Trauma Informed Parenting, Nurturing the Infant in Care: Birth through 24-Months, Child Development: Toddlers through Pre-Tweens, and Supporting Children Exposed to Domestic Violence. Each of these courses was presented at least once during this quarter. Development of two other topics, LGBTQ Teens in Out-of-Home Placement and Managing Difficult Behaviors of Young Children, was completed and those courses are both scheduled to be presented during the 2010 calendar year. Development of the course Child Development: Tweeners through the Teens Years will be completed during the next quarter, and it has also been scheduled to be presented during the 2010 calendar year.

1,303 Foster Parent College members statewide completed 243 trainings via the internet during this quarter. 6 Foster Parent College units were allowed to expire. A brief review of the courses enrolled in during the quarter, revealed that the most popular Foster Parent College course was “Anger Pie” which 20 members completed.

One staff trainer and one contract trainer were observed by the Lead Worker for the unit and were provided feedback in an effort to enhance their training sessions.

**Objectives for Next Quarter**

- Continue to offer both 1 evening and 1 daytime NetLink per month. We will be continuously reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Continue work with districts to promote participation in BCMT training offered via NetLink.
- Complete development of the training topic Child Development: Tweeners through the Teens Years.
- Continue to identify new training topics for development.
- Continue to work with district representatives in the further development of training plans for the new biennium.
- Continue participation in certifier quarterlies and other meetings as deemed appropriate.
- Continue to work with the districts to promote the use of v-con technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in substitute caregiver training committee.
- Continue to observe and provide feedback to contracted and staff trainers.
- The new bilingual trainer will be trained to provide Behavior Crisis Management training, and will offer his first full session in Spanish during the next quarter.
- Continue efforts to aggressively market trainings, most specifically net link and Spanish trainings, in order to increase participation.

**Evaluation Summary**

Evaluations were collected from 37 trainings for caregivers this quarter. About 94% of respondents rated the trainings overall as either a 4 or a 5 on a scale of 1 to 5, with 5 as the highest possible rating. There was also strong agreement (98%) among participants that the learning objectives of these trainings were met. Generally, caregivers found training content to be informational and applicable in their work as caregivers. They also provided positive feedback regarding trainer knowledge and presentation skill.
## Training Districts

*Instructors: Sandra McIlhenny and Jennifer Scholes*

( # ) Denotes number of Foster Parent College courses accessed this quarter

### District 1 (Columbia, Clatsop, and Tillamook Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/03</td>
<td><em>Relative Caregivers</em></td>
<td>Miller</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/13</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Scholes</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (13)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 2 (Multnomah County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Miller</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>01/20</td>
<td><em>Parenting to a Child’s Temperament</em></td>
<td>Scholes</td>
<td>4</td>
<td>21</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>01/29</td>
<td><em>BCMT</em></td>
<td>McIlhenny &amp; Scholes</td>
<td>5</td>
<td>14</td>
<td>7</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>&amp; 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/17</td>
<td><em>Nurturing the Infant in Care</em></td>
<td>McIlhenny</td>
<td>16</td>
<td>7</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>03/13</td>
<td><em>Trauma Informed Parenting</em></td>
<td>McIlhenny</td>
<td>6</td>
<td>19</td>
<td>7</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>03/17</td>
<td><em>Relative Caregivers</em></td>
<td>Scholes</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (29)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

### District 3 (Marion, Polk & Yamhill Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/07</td>
<td><em>Effective Communication</em></td>
<td>Scholes</td>
<td>13</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>02/17</td>
<td><em>10 Tips for Parenting Teens</em></td>
<td>Scholes</td>
<td>7</td>
<td>14</td>
<td>1</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>03/17</td>
<td><em>Transitioning Children with Sensitivity</em></td>
<td>McIlhenny</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/18</td>
<td><em>Nurturing the Infant in Care</em></td>
<td>McIlhenny</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (5)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### District 4 (Linn, Benton & Lincoln Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FPC (14)</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

### District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14</td>
<td>Parenting to a Child’s Temperament</td>
<td>Meyers</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>01/20</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>13</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>02/11</td>
<td>Nurturing the Infant in Care</td>
<td>McIlhenny</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/11</td>
<td>Child Development</td>
<td>McIlhenny</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/17</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (13)</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

### District 6 (Douglas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/06</td>
<td>Trauma Informed Parenting</td>
<td>McIlhenny</td>
<td>17</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (4)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### District 7 (Coos & Curry County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/19</td>
<td>Collaborative Problem Solving</td>
<td>Jordan</td>
<td>3</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>02/16</td>
<td>Sexual Behaviors of Children</td>
<td>Bello</td>
<td>4</td>
<td>16</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/15</td>
<td>Parenting to a Child’s Temperament</td>
<td>Scholes</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (15)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/16</td>
<td>CPR &amp; First Aid</td>
<td>First Response</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>03/08</td>
<td>Parenting to a Child’s Temperament</td>
<td>Scholes</td>
<td>3</td>
<td>18</td>
<td>12</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/09</td>
<td>Children Exposed to Domestic Violence</td>
<td>McIlhenny</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (7)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/09</td>
<td>Creating Positive</td>
<td>Lasater</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/23</td>
<td><em>Behaviors in Teens</em></td>
<td>McIlhenny</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/23</td>
<td><em>FASD Advanced</em></td>
<td>Scholes</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 10 (Deschutes, Crook & Jefferson Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/02</td>
<td><em>Relative Caregivers</em></td>
<td>Scholes</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/09</td>
<td><em>Supporting Visitation</em></td>
<td>Scholes</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (9)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

### District 11 (Klamath & Lake Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/09</td>
<td><em>Parenting Children with ADD/ADHD</em></td>
<td>Scholes</td>
<td>6</td>
<td>13</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/30</td>
<td><em>Relative Caregivers</em></td>
<td>Scholes</td>
<td>1</td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (8)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### District 12 (Morrow & Umatilla Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/06</td>
<td><em>Positive Behavior Management</em></td>
<td>Barrios</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (4)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### District 13 (Wallowa, Union & Baker Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FPC (2)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### District 14 (Grant, Harney & Malheur Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/01</td>
<td><em>Children Exposed to Domestic Violence</em></td>
<td>McIlhenny</td>
<td>1</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>02/24</td>
<td><em>Children Exposed to Domestic Violence</em></td>
<td>McIlhenny</td>
<td>2</td>
<td>7</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Foster/Relative/Adoptive Parent Training
## District 14 (Grant, Harney & Malheur Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FPC (2)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

## District 15 (Clackamas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/12</td>
<td>Educational Rights of Children</td>
<td>Jordan</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>02/12</td>
<td>Living with Sexually Abused Children</td>
<td>Nordahl</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/31</td>
<td>Collaborative Problem Solving</td>
<td>Jordan</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## District 16 (Washington County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/12</td>
<td>Nurturing the Infant in Care</td>
<td>McIlhenny</td>
<td>14</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>02/23</td>
<td>Loss &amp; Grief</td>
<td>McIlhenny</td>
<td>6</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>03/06</td>
<td>Creating Positive Behaviors in Teens</td>
<td>Lasater</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>03/31</td>
<td>Tome Nota De Su Trabajo Con DHS</td>
<td>Torres</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (4)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

## Caregiver Training Numbers

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>13</td>
<td>27</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>135</td>
<td>32.5</td>
<td>24</td>
<td>12</td>
<td>20</td>
<td>29</td>
<td>73.5</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>63</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>23</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>14</td>
<td>23</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>79</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>13</td>
<td>35</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Trained</td>
<td>Partners Trained</td>
<td>Caregivers Trained</td>
<td>Hours Live</td>
<td>Distance Trained</td>
<td>Distance Hours</td>
<td>FPC Trained</td>
<td>FPC Hours</td>
<td>Total Hours</td>
<td>Trainings Provided</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Totals for Caregiver Trainings</td>
<td>11</td>
<td>21</td>
<td>620</td>
<td>154.5</td>
<td>155</td>
<td>114</td>
<td>66</td>
<td>129</td>
<td>397.5</td>
<td>209</td>
</tr>
<tr>
<td>Totals for Staff Trainings</td>
<td>184</td>
<td></td>
<td></td>
<td>352</td>
<td>121</td>
<td>19</td>
<td></td>
<td>371</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Balance Forward</td>
<td>718</td>
<td>69</td>
<td>1019</td>
<td>968</td>
<td>352</td>
<td>198</td>
<td>140</td>
<td>219</td>
<td>1131</td>
<td>404</td>
</tr>
<tr>
<td>Total this Biennium</td>
<td>915</td>
<td>90</td>
<td>1639</td>
<td>1474.5</td>
<td>628</td>
<td>331</td>
<td>206</td>
<td>348</td>
<td>1899</td>
<td>629</td>
</tr>
</tbody>
</table>
Objectives for this Quarter | Progress Toward Objectives
---|---
Design and produce a series of posters representing the findings from youth focus groups and distribute to DHS and ILP offices. | Completed
Write a “brief” for inclusion in the ILP newsletter detailing findings from the youth focus groups. | Completed
Prepare a mailing of the SG final report to be sent to all caregivers who participated in interviews for the SG study. | Completed
Consult with District 2 management regarding planning a series of presentations on findings from the SG study. | Completed
Present highlights of findings for the Subsidized Guardianship study to District 2 Child Welfare Advisory Committee. | Completed
Write a supplemental report to include findings from the additional analyses for the Visitation study and the additional interviews regarding Waiver plans. | Completed
Conduct a literature review and write a report on Family Decision Meetings and child welfare outcomes, including disproportionality. | Completed
Assist DHS in preparing the proposal for the Waiver extension | On-going

Progress Notes
Work during this quarter consisted primarily of finalizing the additional work on the visitation study and dissemination of SG findings through written materials and presentations.

We were also asked to conduct a literature review and write a report on the effectiveness of using Family Decision Meetings to improve child welfare outcomes and reduce disproportionality. This was completed and submitted to DHS on March 28, 2010.

Products:
- Supplemental Report regarding Visitation and Waiver plans
- Report on FDMs and disproportionality
- Posters highlighting findings from the Youth Focus Groups conducted as part of the SG study distributed to various organizations including the Children’s Bureau and the Shoulder to Shoulder Conference
- “Highlights from the SG Evaluation” presentation developed for District 2 Child Welfare Advisory Committee

Objectives for Next Quarter
Write a brief on Waiver evaluation findings related to benefits of Waiver flexible funding for Oregon child welfare clients (to be used by Erinn for talking points at a meeting in DC.)
<table>
<thead>
<tr>
<th>Conduct presentations and meetings to discuss findings from the SG study, including a meeting with the tri-county ICWA program staff, the Child Welfare Advisory Committee, branch managers and teen units.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide assistance as needed to DHS on the Waiver extension proposal</td>
</tr>
<tr>
<td>Attend and present at the annual Waiver meeting in DC in June.</td>
</tr>
</tbody>
</table>
April - June 2010
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marisa Lara, Assistant Director
Richard Hunter, Assistant Director, Child Welfare Education Program
Marty Lowrey, Director, Training

http://cwpsalem.pdx.edu

Child Welfare Education Program ........................................................................................................ 1
Training .................................................................................................................................................. 3
Child Welfare Core Training .................................................................................................................... 4
Social Service Assistants Training ........................................................................................................... 5
Supervisory Training ............................................................................................................................... 6
Certifier and Adoption Worker Training ................................................................................................ 7
Freeing and Placing Children for Adoption ............................................................................................ 10
Advanced Training ................................................................................................................................. 11
Foster/Relative/Adoptive Parent Training ............................................................................................... 14
Training Totals ........................................................................................................................................ 20
Research .................................................................................................................................................. 22
Title IV-E Waiver Evaluation .................................................................................................................. 22
Child Welfare Education Program
Richard Hunter, Director
(Written by M. Lowrey on behalf of R. Hunter)

Due to unforeseen circumstances, the resources that would generally be utilized to create this quarterly report are unavailable. The following report provides a brief description of the activities of this quarter and the objectives for next quarter.

Student Summary

During this quarter, we had a total of 50 Child Welfare Education Partnership Students: 4 BSW; 32 MSW Campus; and 14 Distance MSW Students (4 - Ashland; 1 - Bend; 3 - Salem; 6 - Eugene).

Out of the 50 Child Welfare Education Partnership students, 25 students are DHS employees and 25 students are Recruits.

In June, 22 Partnership students graduated with their MSW's. 7 of those were DHS employees and 1 was a DHS temporary employee. 1 Partnership student graduated with her BSW in June, as well.

Objectives for This Quarter

- Coordinate meeting between all graduating students and CAF personnel to complete job applications and begin job search activities.
- Complete interviews of CWEP applicants and make selection decisions for the 2010-2011 academic year.
- Coordinate and provide technical assistance to Eastern Washington University in their provision of IV-E support for Oregon CAF employees attending that program.
- Beginning late spring, project staff will conduct a 5 year “look back” at program participants to assess completion of degrees, employment with CAF, payback status, job attainment and promotion, and qualitative data regarding participant perceptions of impact of MSW degree upon work readiness and skills.
- Program staff will be preparing to host a meeting of nation-wide IV-E program faculty at the fall conference of the National Council on Social Work Education (CSWE) to be held in Portland this coming October.

Progress Toward Objectives

During this quarter a meeting was held with graduating students and the DHS Recruitment Specialist assigned to the Child Welfare Partnership, Brett Marconeri. This allowed students an opportunity to ask questions and get clarifications from the agency regarding child welfare employment post graduation. Students worked with the Child, Adults and Family personnel department to complete their job applications and begin job search activities.

Throughout this quarter, student admissions and selection activities occurred including review of applications and interviews and selection of prospective program candidates. Five BSW
students were interviewed and all five students were accepted into the program. One of those students is a current Child Welfare employee. Four continuing MSW campus students were also interviewed and all four were accepted into the program. Thirteen new campus students were selected for interviews; one withdrew, twelve were interviewed and ten were selected for the program. Of the ten selected students, five of them are current Child Welfare employees.

Five Distance Students from the Bend Cohort were interviewed, of those three were selected but one withdrew. Six Salem Cohort Distance Students were interviewed and five were accepted into the program, two of which are current Child Welfare employees. One Ashland Cohort Distance Student interviewed and was accepted. Total number of students accepted into Child Welfare Education Program in 2010 was 27.

An objective for this quarter was to coordinate and provide technical assistance to Eastern Washington University in their provision of IV-E support for Oregon CAF employees attending that program. A preliminary conference call was held with Jodi Kerbs the Eastern Washington University point person in which it was determined that they would not be recruiting a new cohort this year and would therefore not be in need of any new field placements at this time. It is intended that our programs will stay in touch communication and work together as the program needs unfold.

Significant work was done by Dr. Hunter and Amanda Fixsen, MS during this quarter on the 5 year ‘Retrospective of the Child Welfare Education Program’ study. Activities included the collection and initial analysis of data for each of the outcomes to be examined, including: a) graduation/dropout rates; b) post-program contract repayment rates; and c) post-program employment rates. A child welfare workforce retention literature review was also completed during this quarter.

In addition to regular program activities, staff have provided logistical and planning support for the nation-wide IV-E program faculty at the fall conference of the National Council on Social Work Education (CSWE) during this quarter. This event will take place on October 14th in Portland and will provide an important opportunity for programs around the country to consult, brainstorm, and problem solve related to the delivery of IV E programs.

Culturally Responsive Leaders Traineeship
In June of this quarter, 3 students from the Culturally Responsive Leaders Program graduated. 4 students are continuing in the program and recruitment has begun for the 3 spots that have opened. Pre screening of the applications for Culturally Responsive Leaders Program have taken place and interviews will be conducted next quarter.

Objectives for Next Quarter
- Complete draft of the “Retrospective of the Child Welfare Education Program” study report.
- Work with Child Welfare and program graduates to secure employment with the agency.
- Interview and select three students for the Culturally Responsive Leaders Traineeship.
- Develop recruitment plan and begin recruitment activities for next spring.
- Continue support for current students in the program.
Child Welfare Training
Marty Lowrey, Director

Overview
This quarter marks the end of the first year of the 2009-2011 biennium. During this year, the Child Welfare Partnership training unit provided training to 1,091 child welfare professionals, 2,302 certified care providers, and 120 community partners. Training was delivered in multiple venues and in both English and Spanish including the delivery of the first Spanish NetLink with 29 participants in 4 group sites. Training evaluations continue to be high and trends in feedback are used to modify or enhance training content and delivery.

New training projects were developed and delivered this year, the majority funded under the existing Child Welfare Partnership Master Agreement and others funded by the Children’s Justice Act Task Force and Multnomah County Child Welfare – District 2. These projects expand and enhance child welfare training for child welfare staff and its partners. New training developed and/or delivered includes: Engaging and Supporting Relatives throughout the Life of a Case; Involving Noncustodial Fathers in Case Planning; Culturally Competent Interviewing (NetLink); Trauma Informed Practice Strategies (T.I.P.S.); Substance Abuse and Child Neglect Summits; Responding to the Sexual Behaviors of Children; Common Mental Health Disorders in Teens (NetLink); Internet Safety (NetLink); Guardianship (CBT); Behavior Management in Young Children (NetLink) and Interviewing Children with Disabilities (NetLink).

Development continues in all areas within the Child Welfare Partnership Training Unit. Current new projects include two Training of Trainer curriculums and events. One is just completing development regarding In-Home Safety Planning and Services and one is just beginning development regarding Adoption Committee Training. In addition, there is currently a Kick Off Training Event being developed regarding Family Meetings. These projects are all begun done in strong partnership with Central Office staff and management and designed to address specifically identified needs of child welfare.

In addition to new development, this first year has seen a great deal of child welfare policy and rule changes. Significant changes have been made to existing curriculum to reflect these changes with a focus on the values and needs of children that are driving the changes. Among those lines, existing and new training developed has been and is being measured against the values and objectives of the Strategic Plan of Child Welfare, the Disproportionality initiative, the Performance Improvement Plan, the Oregon Safety Model and Family Centered practice.

The reach of the Child Welfare Partnership Training Unit has not been limited to Oregon this year. Several trainers have contributed to the national dialogue on child welfare training and practice through presentations at conferences and participation in peer consultation calls and presentations that focus on issues jointly shared by child welfare and its training partners across the country. Three Partnership Trainers will present this year at the National Staff Training and Development Conference. A Partnership Trainer presented at the National Indian Child Welfare Association Conference held in Portland this year, continuing the commitment to share information among diverse organizations committed to the safety and care of children.
Child Welfare Core Training
Project Agreement A-01-09 Exhibit A
Instructors: Linda Bello, Kris Villanueva, Karen Moorhead, Michelle Warden, Dan Garris, Jennifer Clark, Rudy Torres

Activities
Child Welfare Core Training was held six weeks during this quarter. Our move to the new building has been accomplished and processes to inform students of parking and building procedures have been developed and implemented. The new training room offers advanced technology for PowerPoint and video presentations. The majority of sessions have been downloaded onto the new computer system and are easily accessed in the training room.

A new curriculum review process has been developed and has been implemented this quarter. The new system has improved efficiency and the process of quality assurance continues. This review process involves support staff in providing oversight for consistency of curriculum formatting. The curriculum review template has been revised and the Core staff will be encouraged to use this template in all future curriculums. The Core Curriculum Tool will continue to be used to evaluate curriculums on content, adherence to learning objects, alignment with adult learning practices, organizational goals, cultural diversity, and application to the Oregon Safety Model, family-centered practice and Child and Family Service Review outcomes.

Changes to the curriculum that occurred during this quarter included the addition of Contacting and Engaging Relatives that took the place of a session on Self-Sufficiency. Children, Adults and Family Training Unit (CAF) was contacted and offered support to develop an alternative training on Self-Sufficiency for Child Welfare workers. A further change has been to incorporate our newest trainer, Rudy Torres, into the curriculum by giving him primary responsibility for two sessions: Working with Caregivers and Cultural Considerations.

Because the Oregon Safety Model (OSM) knowledge assessment is administered in the Life of a Case cluster of Core only, a process for assessing student retention in the Fundamentals of Child Welfare cluster has been implemented. We call this assessment, Projections and Reflections.

Objectives for Next Quarter
Although full implementation of the new Core structure has been achieved, curriculum improvements continue to be made. The Core training group meets regularly to make necessary modifications to the agenda.

Mentoring of guest presenters to integrate adult learning training practices into their presentations is an ongoing activity. Consultation on curriculum design amongst the Core Training staff is ongoing. The process to finalize all Core curriculums continues.

Evaluation Summary
The Core training, Fundamentals of Child Welfare was offered once during this quarter. About 60% of the sessions in this cluster are led by contracted trainers. Participants self-rated their knowledge gained in each session area on a scale of 0-5, with 0 representing no knowledge in the subject area at all and 5 representing expertise in the subject area. The average pre-session rating
was 2.4 or a minimum conceptual understanding of the subject. The average post-session rating rose by an increment of about 1, to 3.5, or a medium/high conceptual understanding of the subject. There was agreement among participants that the trainers were knowledgeable in the subject area trained (99%) and that the content was applicable to their jobs (97%). About 92% of respondents agreed that the learning objectives were met and 93% agreed that the materials provided were helpful. The activities were found to be valuable by 88% of respondents. The Life of a Case cluster of Core was offered twice during this quarter. Nearly all participants agreed that the learning objectives of the training were covered (99%) and that the materials and activities were helpful (98%). Participants liked the engaging and interactive nature of the training and the trainers. There were requests for periodic information reviews to go back over some of the key points covered in the training. There was also an expressed desire for the training to more closely follow the flow of a case.

Social Service Assistants Training

Project Agreement A-02-09 Exhibit A

Instructor: Michelle Warden

Activities

The last four days of Social Service Assistant (SSA) training were delivered at the start of this quarter (April 1st, 6th, 7th, 8th). The first two days, were delivered in the previous quarter.

Preparations were made to deliver Social Service Assistant training in July, 2010. However, by the first of June there were only three people signed up for the training. An email was sent to all known SSA supervisors to inform them that there was space available in the training and that temporary as well as experienced SSAs were invited to attend the training. Judy Helstrom from Children, Adults and Families Training Unit (CAF) also sent out a notice advertising the training. The additional advertising only added three more people to the list.

On June 25, 2010 a joint decision was made by the Children, Adults and Families Training Unit and Portland State University, Child Welfare Partnership to cancel the July training based on low enrollment. Because this training is legislatively mandated for Social Service Assistants within their first six months of hire, an exception had to be made for the people that fell into this category. An exception was granted and the people registered for the July session were automatically registered for the December, 2010 session. In addition, they were sent notice of distance learning opportunities that pertain to their work.

Objectives for Next Quarter

• Make revisions to curriculum. Plan training for December, 2010. Work on recruiting participants for training.
• Deliver a NetLink for SSAs which offers an overview of the reasons behind the behaviors often seen in children in care and offers tools for handling these behaviors.

Evaluation Summary

Social Service Assistant training occurred once during the quarter. There was a high level of agreement among participants that the learning objectives for the training were met (98%).
Participants commented that one aspect of training that was valuable to them was being able to interact and exchange ideas with other SSAs from across the state. The content of the training was well received, particularly the time spent going over policy, learning about addictions, child development and trauma, and secondary traumatic stress. Participants also found the activities, opportunities to role play, and parent and foster parent panels helpful.

Supervisory Training
Project Agreement A-03-09 Exhibit A
Instructor: Dan Garris

Activities
Supervisory Training Cohort K, comprised of mainly new Child Welfare supervisors, drew to completion on June 17, 2010. This cohort is a bright and innovative group of new Child Welfare supervisors. This group is the first to experience a day number two to the previously one day Module 6 with the addition of the Training and Orientation of Protégé Supervisors (T.O.P.S.). The latter session is part of the Mentor Program, preparing protégé supervisors for participation in the Mentor-Protégé relationship and for participation in the selection of their mentor.

Objectives for Next Quarter
• Cohort L begins on July 21, 2010 and ends December 16, 2010. We will continue to have participants from past cohorts attending cohort L to make up missed sessions.
• Continue to track supervisor Action Plans and provide feedback through structured email contacts with individual supervisors
• Develop an advanced review session on supervision and leadership topics for graduating cohort participants.
• Complete the Mentor-Protégé matching process and clarify the intended use of the Mentor Program with special emphasis on 1) developing a confidentiality agreement between the mentor and protégé to which upper management and the Human Resources department can agree and 2) assuring that the Mentor Program will not be used, in part or in whole, as a feature of corrective action or inquiry into performance matters.

Evaluation Findings
For Cohort K: Participants were in complete agreement (100%) that the learning objectives for the modules trained this quarter were achieved. Participants continue to state that what they like best is the relevance and helpfulness of the content trained.

Additional Information
A “Parking Lot” for ideas and suggestions has been added to the training. As a result, a new review tool has been developed for training participants; the tool is called, Review of Curriculum Concepts for Supervisors (R.O.C.C.S.). This tool has been well received as a useful quick reference or “cheat sheet” for busy supervisors. This tool will continue to be used as a handout for Supervisory Training and in the T.O.P.S. sessions.
Certifier and Adoption Worker Training

Project Agreement A-04-09
Certifier Adoption Worker Training - Exhibit A
Foundations Training of Child Welfare Regional Trainers - Exhibit B

Instructor: Kris Villanueva

Activities
This quarter’s work focused on a variety of new projects. The primary time commitment involved the finalization of both the flow and agenda for the revised Certifier and Adoption Worker training and writing the two week curriculum. The process involved synthesis of feedback and recommendations of the work group, meetings with Central Office regarding the curriculum as well as writing the curriculum which was completely revised. Attendance to Structured Analysis Family Evaluation (SAFE) conference calls and meeting with multiple individual trainers in preparation of the curriculum revisions also informed the newly designed curriculum. In addition, time was dedicated to continuing the Foundations face-to-face mentoring project; mentoring and training the new trainer for the Certifier and Adoption Worker training; presenting the first Foundations Training-of-Trainees (TOT) statewide gathering and providing the second Foundations NetLink module.

This quarter also involved extensive work mentoring a new trainer for the Certification & Adoption two week curriculum. As this trainer will be fully managing all aspects of the project, the initial work involved orienting the trainer to the process of organizing such a project and facilitation of a large training project from beginning to end. In addition, the duties included co training, and brainstorming training concepts, format, flow and activities. In addition the work involved providing feedback to the trainer prior to his assigned training duties as well as upon completion of the training modules. Lastly, we are now working jointly to develop the next round of Certification & Adoption worker training including agenda building, collaborating with Central Office regarding flow and topics as well as curriculum rewriting and trainer and participant coordination.

Certifier/Adoption Worker Training
This two week training was revised with the outcome being the lengthening of the training from 7 to 10 full days of training with a strong emphasis on safety, well being of children and critical analysis. The SAFE training is now embedded in the two-week training and multiple new topics were added which include: Interviewing Skills (5.5 hrs); Tuning into The Child’s Needs (6.5 hrs); Confirming Safety In & Out of Home Placements (1 hr); Increasing Placement Stability (3 hrs); International Placements (2 hrs); and a panel (1.5 hrs) to share tips to writing the SAFE home study. Multiple other topics were modified at the recommendation of the work group and Central Office.

Foundations
This biennium there was a shift in allocation of the time to the Foundations project. The three-day Foundations training will now be provided once a year and time has been shifted to provide face-to-face mentoring, pilot the Foundations Training via distance (NetLink) and train and facilitate quarterly face-to-face gatherings of the Foundations Field Trainers to share ideas among themselves and provide advanced training skills.
The first Foundations one-day TOT was held on June 1 with 18 participants. The focus of the gathering was on techniques to use in training which include and encourage diverse ideas from participants.

We offered the second module of Foundations NetLink but only had one branch attend and this was as a support group for currently certified caregivers. In the evaluations from the Foundations NetLink, participants agreed that the learning objectives of the training were met and enjoyed the interactions with the trainers and their colleagues. The trainers/certifiers have provided anecdotal feedback that the Foundations NetLinks are a good idea but what they really need is more, ongoing sessions held regularly, as opposed to the current four sessions we are offering. At quarterlies and in other gatherings such as trainings and meetings, marketing of the Foundations NetLinks continues, but the field is reluctant to participate as they have expressed that the current limited offering does not meet their needs.

Three staff received individualized mentoring and feedback with reports to both them and their supervisors. New trainers will be cultivated in the Certifier and Adoption Worker training in July. The project has provided benefits in four areas; assisting the trainers with a module by co-training a module, providing mentoring to the trainers, providing feedback to their supervisor and providing an opportunity for the PSU trainer to experience training in the field as well as practice using the curriculum in a real life environment.

**Objectives for Next Quarter**

- Train the first session of the two-week Certifier and Adoption Worker training.
- Provide Foundations mentoring to additional individual trainers.
- Develop the next one-day Foundations TOT for November.
- Provide the third Foundations NetLink module.
- Provide Certifier and Adoption Worker curriculum for review.
- Mentor new coworker to assume responsibility for Certifier and Adoption Worker training.

**Evaluation Summary**

Evaluations collected from the Foundations Training of Trainers revealed that participants liked the content and the opportunity to interact with each other. Many commented on the usefulness of getting feedback and ideas for their own trainings. Participants rated the training overall as 4.3, on a scale of 1-5 with 5 as the highest possible rating.

**Getting Everyone Onboard**

**Evaluation Summary**

6/1/2010

Average Overall Rating = 4.3 (scale 1-5 with 5 as highest possible rating)

Learning Objectives Met: Participant rating of how well each learning objective was covered.

<table>
<thead>
<tr>
<th>N=15</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants learned techniques to increase the</td>
<td>0%</td>
<td>7% (n=1)</td>
<td>40%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Participants applied the concepts of adult learning to inclusion in development and delivery of training.

<table>
<thead>
<tr>
<th>Sense of inclusion in training.</th>
<th>0%</th>
<th>7% (n=1)</th>
<th>43%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants applied training concepts to personal training projects</td>
<td>0%</td>
<td>14% (n=2)</td>
<td>36%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Participants Liked Best:

- Peer Interaction/Sharing (n=9)
  - Group interaction
  - Small group consultation circles
  - Meeting other workers and sharing ideas
  - Giving people the chance to exchange ideas and recommendations about what is working
  - I really enjoyed hearing how other trainers around the state present the foundations topics. I think regular trainers meetings and workgroups would be very productive
  - The time when we talk with others about their experiences
  - Learning from others
  - Ideas from others
  - I liked the new ideas to help training participants feel valued and comfortable in the training

- Trainer (n=2)
  - Being able to discuss the material with Kris
  - I like how Kris moves through the material rapidly and listens to the participants

- Content (n=3)
  - I appreciate that the training incorporates "techniques" of training as a means of modeling.
  - I'm new so this was a wealth of information
  - I could attend it three more times and still learn from it, it’s both broad and deep

- Misc (n=2)
  - Refreshing my enthusiasm for training
  - Comfortable environment with education on the process of the content. Time went by -very fast which is always a good sign.

To Be Improved:

- More of the experienced trainers. Maureen Lovejoy, Julie Buzzard being present and participating. Certain participants tend to talk a little too much and are not really interested in hearing others ideas. It is not a comfortable feeling to be in her group.
- More info on introductions and engaging and creating that safe environment for the participants
- Less lecture and more sharing of ideas
- More time
- Having more time to discuss individual training issues. One-on-one time. I really don’t have an issue but I just hope we can gather more often

Additional Information
There are currently three sessions of Certifier/Adoption Worker training scheduled before the end of the biennium, July 2010, October 2010 and April 2011. Two more sessions of Foundations NetLinks, Session #6 in August and Session #7 NetLink in November are scheduled. The one-day Foundations TOT gatherings are scheduled for November 2010, March 2011 and June 2011 and the 3 day TOT of Foundations is scheduled for February 2011.

**Freeing and Placing Children for Adoption**

**Project Agreement A-05-09 Exhibit A**

*Instructor: Kellie Herold*

**Activities**

The spring session of Freeing and Placing took place on March 29-April 8, 2010. The training had 36 attendees. Meetings were conducted with Department of Human Services Adoption and Legal Assistance Specialist (LAS) staff to make necessary modifications to the agenda. Ongoing preparations were done for the next session of Freeing and Placing training October 18-28, 2010 to streamline materials and reduce printing costs and integrate the curriculum and scheduling modifications as suggested by DHS. Curriculum has been updated to integrate practice regarding the extensive policy changes for the Fall 2010 class, including Relatives, Siblings, Adoption Selection, Permanency Committees, Another Planned Permanent Living Arrangement (APPLA), Guardianship, Adoption Committee/Adoption Decision Specialist, Emotionally Significant Relationship, and Current Caretaker changes.

Work was done to develop new curriculum on the topic of matching children’s needs with a resource family’s strengths. Additional revisions were implemented to the Adoption Committee (AC) video to incorporate the AC policy changes (having the children’s attorney and Court Appointed Special Advocate (CASA) present at AC). Mentoring guest presenters to integrate adult learning training practices into their presentations is an ongoing activity.

**Objectives for Next Quarter**

- Meet with DHS Adoption and LAS staff to make necessary modifications to the agenda.
- Prepare for and deliver an 8 day October 18-28, 2010 session.
- Continue to streamline materials and reduce printing costs.
- Mentoring of guest presenters to integrate adult learning training practices into their presentations.
- Update curriculum to integrate practice and the extensive policy changes.

**Evaluation Summary**

Freeing and Placing training participants average overall rating of sessions was 4.4, on a scale of 1 to 5 with 5 as the highest rating possible. There was strong agreement among participants that the learning objectives were met and that materials were effectively presented. Respondents commented that they most liked the trainers, parent panel, and adoption committee.
Advanced Training  
Project Agreement A-06-09 Exhibit A

Distance Delivery  
*Distance Delivery Trainer: Mark V. Schwier*

Activities
Distance Training remained stable this quarter. While the previous quarter saw a marked increase in both the number of NetLinks and the number of participants, this quarter maintained the number of NetLinks with a slight decrease in total numbers. NetLinks overall had a total of 268 participants, down 24 from the previous quarter. Total training hours completed by both Staff and Caregivers was 804.

A total of 9 Staff NetLinks were presented, with 126 participants, an average of 14 per session. Staff NetLink training resulted in 378 hours completed. An additional 42 hours resulted from 14 staff members facilitating caregiver NetLinks, for a total of 420 hours. Staff NetLink highlights includes the first session of the Ethical Dilemmas in Child Welfare and continued increased numbers for the required Core NetLinks.

The number of Caregiver NetLinks stayed at 8 for the quarter. 128 caregivers participated in the NetLinks for an average participation rate of 16 per session. Total training hours for the participants were 384. A highlight for the quarter was a record breaking NetLink with 62 participants. The 8 trainings provided were: *Behavior Management in Young Children* (two sessions); *Parenting Children with ADD/AD/HD* (two sessions, one in Spanish); *Internet Safety for Caregivers* (two sessions) and the *Foundations Training Modules 2 & 3*.

There were several significant milestones achieved during this quarter. First, we introduced a new topic, *Behavior Management in Young Children*, which was very well received, with a total of 77 caregivers attending the two sessions we offered. In addition, we began testing the efficacy of offering the Foundations curriculum via NetLink. So far the partnership has offered modules 2 & 3 in the series. Second, we had our first NetLink training delivered entirely in Spanish, with 29 participants at 4 group sites throughout the state. The evaluation section includes feedback from the participants. Of particular note, this NetLink was marketed and coordinated by our newest trainer, Rudy Torres, who did an outstanding job connecting with branch offices to help this session become a reality. Current planning for 2011 will include another Spanish language NetLink. Third, and finally, the Guardianship computer-based training module was completed. After a review by DHS, it was approved and has since been uploaded into the DHS Learning Center where it is currently available. Module 2 is almost finished and should be online by the end of the 3rd quarter.

As part of our outreach efforts, Dawn Perrault continues to attend the Certifier’s Quarterlies. Additional marketing outreach has been instituted with monthly training announcements going out to the field via DHS CAF Training Services, with a 2-3 month lead time for trainings, including NetLinks.
Objectives for Next Quarter

• The partnership has decided to focus on outreach efforts to the Tribes in Oregon. The purpose behind this is to strengthen our relationship with the tribes while improving training access. I will coordinate this effort with Judy Helstrom, Michelle Warden and Mary Anne Camp. Plans are being made to add NetLink to the agenda for the next ICWA Quarterly meeting.

• Increasing participation by staff and caregivers is an ongoing objective. The DHS CW newsletter has proven effective in generating increased numbers for the Staff NetLinks. Our Caregiver trainers have been taking time to discuss the NetLink classes and have been handing out flyers with the schedules for the Caregiver NetLinks. This has been instrumental in increasing participation across the state, primarily in the more rural regions.

• Maintaining efforts to decrease equipment and technical problems for both staff and caregivers. I will continue to send out USB headsets to caregivers. 7 headsets were sent to caregivers in the 2nd quarter. Dawn Perrault and Mark Schwier will continue to go to the Certifier Quarterly meetings to distribute equipment and market the NetLink training as needed.

• In September, the partnership will begin generating new topics for NetLinks and start the scheduling process for 2011. Topics under consideration are: Time/Case Management, Domestic Violence, Legal Discovery and Psychotropic Medication Management.

Evaluation Summary
All trainings provided through distance delivery are evaluated using the online survey tool, Survey Monkey. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

Required Trainings:
There are two required NetLink trainings, Confidentiality and Multi-Ethnic Placement Act (MEPA). Participants complete an evaluation as well as a knowledge quiz after the trainings. The average knowledge quiz score for Confidentiality and MEPA was 76% and 83%, respectively. Respondents agreed that the learning objectives of the trainings were met. They reported that the information provided was relevant and helpful and that they liked being able to complete training from their desk and not having to travel anywhere.

Advanced trainings:
There were three advanced trainings offered to staff via NetLink this quarter: Culturally Competent Interviewing, Ethical Dilemmas in Child Welfare, and Interviewing Children with Disabilities. There was a high level of agreement among participants that the learning objectives for these trainings were met (97%). Respondents liked content, activities, and the stories and case scenarios used in the trainings. Technical difficulties, on the part of the participant, were most often identified as a challenge encountered in distance training.

Foster Adoptive Relative Caregiver trainings:
Evaluations were collected from six NetLink training sessions for caregivers this quarter. Overall, 96% of respondents rated the trainings as either a 4 or 5, on a scale of 1-5 with 5 as the highest possible rating. The remaining 4% rated the trainings as a 3. Participants agreed that the
learning objectives of the trainings were met (97%). The content, trainers, and ability to participate in training from home were the aspects of the training that participants liked best.

*ADHD in Spanish for Caregivers: The average rating of this training was 4.6, on a scale of 1-5 with 5 as the highest possible rating. Participants stated that they liked the content and learned a lot in the training. Technical issues at the beginning of the training were most cited as the thing to improve. These issues were resolved during the training.

*Foundations: Participants reported enjoying the interactions with the trainers and their colleagues.

Advanced Training – Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructor: Dan Garris (lead), Karen Moorhead and Michelle Warden

Activities

* Engaging and Supporting Relatives throughout the Life of the Case
This training was developed by Kris Villanueva and modified by the current delivery trainers, Karen Moorhead and Michelle Warden. The original delivery agreement was to offer a minimum of six sessions to child welfare staff in the remainder of this biennium. This is modified to an offering of 12 sessions between July 2010 and June 2011. The Relative training has been successfully advertised and marketed to child welfare caseworkers and supervisors, has been piloted and two additional sessions have been offered to our child welfare target audience.

* Involving the Noncustodial Father in Case Planning
This training is currently in development and will be piloted on September 7, 2010. The deliverables for this training too have been modified to an offering of 12 sessions between September 10, 2010 and June 2011.

* Effective Engagement of Youth in Their Own Case Planning
This training is no longer one of the advanced engagement training deliverables because features of youth engagement in case planning appear in other trainings offered by the Child Welfare Partnership and the Child, Adult and Family-Foster Care Unit is providing training on this topic throughout the state.

* Culturally Competent Interviewing
This training is offered to interested DHS child welfare staff through distance delivery NetLink.

Objectives for Next Quarter
- Advertise and begin delivery of Involving the Noncustodial Father in Case Planning.
- As the project lead, continue oversight of advanced engagement deliverables.
- Continue delivery of the Engaging and Supporting Relatives training.

Evaluation Summary
Evaluations will be available for review by the next quarterly report.
Additional Information
The Advanced Engagement skills; *Verbal Judo*, training has been removed from the deliverables at this time and will be offered as a NetLink in December of 2010. This removal increases the deliverables for two other trainings as noted above. Features of the *Verbal Judo* training will be presented in three breakout sessions for the Support Staff Training Summit in October of 2010.

Foster/Relative/Adoptive Parent Training
Project Agreement A-07-09  
*Instructors: Sandra McIlhenny, Jennifer Scholes, Rudy Torres*  
*Program Coordinator: Dawn Perrault*  
*Lead Worker: Kris Villanueva*

Activities
During this quarter, the Foster, Adoptive, Relative Parent Training (FARPT) program unit continued to work with the districts to meet their training needs, developing new training topics, and participating in certifier quarterlies to disseminate information, gather input and address questions and/or concerns. In addition, team members attended and participated in meetings of the Substitute Caregiver Training Committee established by the Department of Human Services (DHS) to explore a variety of issues related to caregiver training.

Between April 1 and June 30, 2010, fifty-one classroom training sessions were presented by staff trainers and contractors across the state, including eight *CPR & First Aid* trainings and six on-site *Behavior Crisis Management Training (BCMT)* two-day sessions. Two of the classroom trainings included video conferences to second locations to expand the number of caregivers served by a single training. Participants in the fifty-one classroom trainings numbered 706 (13% of those participants were identified as relative caregivers).

Also during this quarter, eight 3-hour NetLink trainings were provided. The NetLink trainings included several new offerings, including the initial presentation of the newly developed training topic, *Managing Difficult Behaviors in Young Children*, the first Spanish training delivered via this medium, and the initial presentations of Foundations Training Modules 2 and 3. Participants in the eight NetLink trainings numbered 127 (12% were identified as relative caregivers).

Seven scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. The cancelled trainings were planned as follows: one in District 2 (a BCMT to be presented in Spanish), one in District 4, one in District 5, one in District 6, two in District 9, and one in District 13. Additionally, the combination NetLink/classroom BCMT scheduled for this quarter was cancelled due to lack of participation.

New training titled *Child Development: Tweeners through the Teen Years and Enhancing Teen Attachment* was developed and delivered this quarter. *Enhancing Teen Attachment* is scheduled to be presented via NetLink during the next quarter.
1,331 Foster Parent College (FPC) members statewide completed 56 trainings via the internet during this quarter. 12 Foster Parent College units were allowed to expire. A brief review of the courses enrolled in during the quarter, revealed that the most popular Foster Parent College courses were *Anger Pie, Culturally Competent Parenting* and *Working with Birth Parents*, each of which were completed by 6 members.

**Objectives for Next Quarter**
- Continue to offer both one evening and one day-time NetLink per month. We will be continuously reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Continue to work with the districts to promote participation in BCMT trainings offered via NetLink.
- Continue to identify new training topics for development.
- Continue to work with district representatives to fulfill training requests made by the districts and ongoing development of training plans for this biennium.
- Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.
- Continue to work with the districts to promote the use of v-con technology to make trainings available to wider audiences.
- Participate in substitute caregiver training committee.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.

**Evaluation Findings**
Evaluations were collected from 47 classroom trainings and 6 Net Link trainings this quarter. Participants were in strong agreement that the learning objectives for the trainings were achieved (98%). In addition, 94% of the respondents rated the trainings as either a 4 or 5, on a scale of 1-5 with 5 as the highest rating possible. About 6% rated the trainings as a 3. Participants continue to comment that they enjoy interacting with the trainers and other participants and that training content is helpful and applicable to their role as caregivers.
**Training Districts**
*Instructors: Sandra McIlhenny and Jennifer Scholes*

( # ) Denotes number of Foster Parent College courses accessed this quarter

### District 1 (Columbia, Clatsop, and Tillamook Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/20</td>
<td>Parenting Children with ADHD</td>
<td>Scholes</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/4&amp;5</td>
<td>BCMT</td>
<td>Scholes</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (1)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### District 2 (Multnomah County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/7</td>
<td>Toddlers Through Pre-Tweens</td>
<td>McIlhenny</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4/10</td>
<td>Preparing For Adulthood</td>
<td>Nordahl</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4/14</td>
<td>Parenting Children with ADD/ADHD</td>
<td>Scholes</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4/22</td>
<td>Collaborative Problem Solving</td>
<td>Jordan</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>5/7&amp;8</td>
<td>BCMT</td>
<td>Scholes</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>5/26</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>3</td>
<td>17</td>
<td>2</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>6/3</td>
<td>Transitioning Children</td>
<td>McIlhenny</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/16</td>
<td>FASD Advanced</td>
<td>McIlhenny</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/23</td>
<td>Supporting Visitation</td>
<td>Warden</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (12)</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### District 3 (Marion, Polk & Yamhill Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>Parenting a Child with Special Needs</td>
<td>Jordan</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5/8</td>
<td>CPR &amp; First Aid</td>
<td>Oliveros</td>
<td>27</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6/9</td>
<td>Sexual Behaviors of Children</td>
<td>Bello</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/10&amp;11</td>
<td>BCMT</td>
<td>McIlhenny &amp; Scholes</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>6/23</td>
<td>Defensive Parenting</td>
<td>Darland</td>
<td>2</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 4 (Linn, Benton & Lincoln Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/22</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>District 4 (Linn, Benton &amp; Lincoln Counties)</td>
<td>Date</td>
<td>Training</td>
<td>Trainer</td>
<td>Rel</td>
<td>Foster</td>
<td>Adopt</td>
<td>Staff</td>
<td>CP</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td>-----</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FPC (1)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 5 (Lane County)</th>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/20</td>
<td>Child Development: Tween – Teen</td>
<td>Scholes</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5/1</td>
<td>Trauma Informed Parenting</td>
<td>McIlhenny</td>
<td>2</td>
<td>14</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5/19</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>6/16</td>
<td>CPR &amp; First Aid</td>
<td>Mikkelsen</td>
<td>4</td>
<td>13</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 6 (Douglas County)</th>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/13</td>
<td>Caregivers &amp; Caseworkers Teaming</td>
<td>McKnight</td>
<td>11</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4/30</td>
<td>Common Mental Health Disorders</td>
<td>Duval</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6/12</td>
<td>Facilitating Developmental Attachment</td>
<td>Kirby</td>
<td>1</td>
<td>9</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FPC (1)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 7 (Coos &amp; Curry County)</th>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/20</td>
<td>FASD Fundamentals</td>
<td>McIlhenny</td>
<td>3</td>
<td>13</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4/29&amp;30</td>
<td>BCMT</td>
<td>McIlhenny &amp; Scholes</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/18</td>
<td>FASD Advanced</td>
<td>McIlhenny</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FPC (4)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 8 (Jackson &amp; Josephine Counties)</th>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04/03</td>
<td>CPR &amp; First Aid</td>
<td>First Response</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>04/10</td>
<td>CPR &amp; First Aid</td>
<td>First Response</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>04/19</td>
<td>Child Development:</td>
<td>McIlhenny</td>
<td>2</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
### District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/3</td>
<td>Toddlers – Pre-Tweens</td>
<td>Vanlue</td>
<td>4</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5/12</td>
<td>Adoption Issues Throughout Life</td>
<td>Sly</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5/17</td>
<td>Meth Endangered Children</td>
<td>Scholes</td>
<td>4</td>
<td>15</td>
<td>6</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5/25</td>
<td>Supporting Visitation</td>
<td>Scholes</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6/19</td>
<td>CPR &amp; First Aid</td>
<td>First</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (3)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/25</td>
<td>Supporting Visitation</td>
<td>Scholes</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 10 (Deschutes, Crook & Jefferson Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/24</td>
<td>Parenting to a Child’s Temperament</td>
<td>Scholes</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4/24</td>
<td>Mental Health Disorders in Teens</td>
<td>Duval</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (2)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### District 11 (Klamath & Lake Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/26</td>
<td>Parenting Children with ADD/ADHD</td>
<td>Scholes</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5/19</td>
<td>Children Experiencing Sexual Trauma</td>
<td>Downie</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/22</td>
<td>Children Exposed to Domestic Violence</td>
<td>McIlhenny</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (8)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### District 12 (Morrow & Umatilla Counties)
<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9&amp;10</td>
<td>BCMT</td>
<td>Mellhenny</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>FPC (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**District 13 (Wallowa, Union & Baker Counties)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/03</td>
<td>BCMT</td>
<td>Scholes</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>4/21</td>
<td>Meth Endangered Children</td>
<td>Sly</td>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4/22</td>
<td>Meth Endangered Children</td>
<td>Sly</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**District 14 (Grant, Harney & Malheur Counties)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td>Children of Incarcerated Parents</td>
<td>Scholes</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5/22</td>
<td>Adoption Issues Throughout Life</td>
<td>Vanlue</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**District 15 (Clackamas County)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/10</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>3</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>5/13</td>
<td>Foster to Adoption Shift</td>
<td>Kirby</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPC (4)</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

**District 16 (Washington County)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/13</td>
<td>Meth Endangered Children</td>
<td>Sly</td>
<td>1</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5/11</td>
<td>Hair &amp; Skin Care for Ethnic Children</td>
<td>Woodall</td>
<td>1</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6/08</td>
<td>Parenting Children with Autism</td>
<td>Vanlue</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
## Training Totals
### DHS Staff Training

<table>
<thead>
<tr>
<th>Training Category</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Welfare Core Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals</td>
<td>40</td>
<td>48</td>
<td></td>
<td></td>
<td>40</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>66</td>
<td>48</td>
<td></td>
<td></td>
<td>66</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td></td>
<td></td>
<td>29</td>
<td>9</td>
<td>29</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td></td>
<td></td>
<td>45</td>
<td>9</td>
<td>45</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>ASFA (CBT)</td>
<td></td>
<td></td>
<td>36</td>
<td>1</td>
<td>36</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Foundations TOT</strong></td>
<td>18</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Supervisory Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort K</td>
<td>39</td>
<td>36</td>
<td>39</td>
<td>36</td>
<td>39</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>163</td>
<td>138</td>
<td>110</td>
<td>19</td>
<td>237</td>
<td>157</td>
<td>14</td>
</tr>
</tbody>
</table>

### Caregiver Training

<table>
<thead>
<tr>
<th>District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hrs Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hrs</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td>15</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>112</td>
<td>53</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>12</td>
<td>74</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>4</td>
<td>102</td>
<td>26</td>
<td>6</td>
<td>9</td>
<td>35</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>60</td>
<td>12.5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>17.5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>11</td>
<td>33</td>
<td>9</td>
<td></td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>48</td>
<td>18</td>
<td></td>
<td>2</td>
<td>4</td>
<td>22</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>4</td>
<td>104</td>
<td>27</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>33</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td></td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td></td>
<td>9</td>
<td></td>
<td>1</td>
<td>8</td>
<td>17</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>12</td>
<td>32</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>28</td>
<td>6</td>
<td>25</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>27</td>
<td>8.5</td>
<td>16</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>24.5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Foster/Relative/Adoptive Parent Training
### Partnership Training Totals

<table>
<thead>
<tr>
<th></th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caregiver Trainings</strong></td>
<td>13</td>
<td>30</td>
<td>663</td>
<td>231</td>
<td>127</td>
<td>81</td>
<td>49</td>
<td>42</td>
<td>354</td>
<td>122</td>
</tr>
<tr>
<td><strong>Staff Trainings</strong></td>
<td>163</td>
<td></td>
<td></td>
<td>138</td>
<td>110</td>
<td>19</td>
<td>49</td>
<td>157</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Balance Forward</strong></td>
<td>915</td>
<td>90</td>
<td>1639</td>
<td>1474.5</td>
<td>628</td>
<td>331</td>
<td>206</td>
<td>348</td>
<td>1899</td>
<td>629</td>
</tr>
<tr>
<td><strong>Total this Biennium</strong></td>
<td>1091</td>
<td>120</td>
<td>2302</td>
<td>1843.5</td>
<td>865</td>
<td>431</td>
<td>255</td>
<td>390</td>
<td>2410</td>
<td>765</td>
</tr>
</tbody>
</table>
Research

Title IV-E Waiver Evaluation
Project Agreement C-01-09 Exhibit A

Objectives for this Quarter:

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to distribute a series of posters representing the findings from youth focus groups</td>
<td>On-going</td>
</tr>
<tr>
<td>including sending a set to the Children’s Bureau in DC.</td>
<td></td>
</tr>
<tr>
<td>Prepare presentation on Subsidized Guardianship “Implications for Practice” for District 2</td>
<td>PPT was completed but presentation was</td>
</tr>
<tr>
<td>Expanded Executive Committee</td>
<td>cancelled by District 2</td>
</tr>
<tr>
<td>Present highlights of findings for the Subsidized Guardianship study to tri-county ICWA</td>
<td>Completed</td>
</tr>
<tr>
<td>staff.</td>
<td></td>
</tr>
<tr>
<td>Write a brief on Waiver evaluation findings related to benefits of Waiver flexible funding</td>
<td>Completed</td>
</tr>
<tr>
<td>for Oregon child welfare clients (to be used by Erinn for talking points at a meeting in DC.)</td>
<td></td>
</tr>
<tr>
<td>Attend and present at the annual Waiver meeting in D.C. in June.</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop Youth Friendship Pairs Interviews study as a follow up to the Youth Focus Groups</td>
<td>On-going</td>
</tr>
<tr>
<td>to further our understanding of permanency as it relates to this population</td>
<td></td>
</tr>
<tr>
<td>Assist DHS in writing the response to the ACYF/Children’s Bureau Issue Paper related to the</td>
<td>On-going</td>
</tr>
<tr>
<td>Waiver extension</td>
<td></td>
</tr>
<tr>
<td>Participate in conference calls and meetings with DHS field and management staff to solicit</td>
<td>On-going</td>
</tr>
<tr>
<td>input and share information related to the Waiver Extension</td>
<td></td>
</tr>
<tr>
<td>Consult with ACYF/Children’s Bureau and JBA regarding the Waiver Extension</td>
<td>On-going</td>
</tr>
<tr>
<td>Using FACIS data, generate the sample size estimates for the two interventions</td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct literature search related to the two interventions proposed for inclusion in the</td>
<td>On-going</td>
</tr>
<tr>
<td>Waiver extension</td>
<td></td>
</tr>
</tbody>
</table>

Progress Notes
Work during this quarter consisted primarily of dissemination of SG and other findings through written materials and presentations as well as significant effort on the Waiver extension proposal. Staff also attended and presented at the annual Waiver meeting in D.C.

Products:
• Issue brief on “Evaluation Findings: Benefits of Waiver Flexible Funding for Oregon Clients” developed for DHS central office
• “SG: Implications for Practice” developed for District 2 Expanded Executive Committee
• “Highlights from the SG Evaluation” developed for the tri-county ICWA committee
• Lessons Learned from SG Evaluation presented at the ACYF Waiver meeting

**Objectives for Next Quarter:**

| Provide additional assistance as needed to DHS on the Waiver extension proposal including further development of the research design as well as the interventions |
| Conduct the Youth Friendship Pairs Interviews, do data analysis and report writing |
July - September 2010
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marisa Lara, Director of Operations and Administration
Bill Baney, Director, Cross Systems Training Academy
Richard Hunter, Director, Child Welfare Education Program
Marty Lowrey, Director, Child Welfare Training Unit
Anna Rockhill, Sr. Research Associate

http://cwpsalem.pdx.edu

Child Welfare Education Program ........................................... 1
Child Welfare Training ......................................................... 3
  Child Welfare Core Training ................................................. 4
  Social Service Assistants Training ...................................... 4
  Supervisory Training ......................................................... 5
  Certifier and Adoption Worker Training ............................... 6
  Freeing and Placing Children for Adoption .......................... 8
  Advanced Training .......................................................... 8

Presentation for 2010 National Staff Development and Training Association ........................................... 11

Special Training Projects ..................................................... 11
  Foster/Relative/Adoptive Parent Training .............................. 12
  Training Districts ............................................................. 14

Training Totals .................................................................. 18

Wraparound Cross-Systems Training Academy ......................... 20
Adoptive and Foster Family Therapy Certificate Program .......... 24
Research-Title IV-E Waiver Evaluation .................................. 26
Due to unforeseen circumstances, the resources that would generally be utilized to create this quarterly report are unavailable. The following report provides a brief description of the activities of this quarter and the objectives for next quarter.

**Student Summary**

The Child Welfare Education Program does not sponsor classes or offer tuition support for summer coursework. Summer programmatic activities focus on the objectives below that bring in students for Fall term, assist graduating students in obtaining employment within Child Welfare, and provide the administrative and evaluative support for the upcoming academic year.

**Objectives for This Quarter**

- Complete first draft of the “Retrospective of the Child Welfare Education Program” report.
- Work with Child Welfare department and program graduates to assist students in securing employment with the agency.
- Interview and select three students for the Culturally Responsive Leaders Traineeship.
- Develop recruitment plan and begin recruitment activities for next spring.

**Progress toward Objectives**

In July 2010, a draft version of “A Retrospective Analysis of Outcomes of the Child Welfare Education Program” was completed. This analysis covers the 2005 through 2010 academic years and focuses on outcome data for students who were provided tuition assistance through the program. This analysis is currently under revision and will be completed in the next quarter.

During this quarter, significant efforts have been made by Child Welfare and Child Welfare Education Program staff to support program graduates in securing employment with the agency. Due to the economic circumstances and a current hiring freeze within the Department of Human Services exceptions had to be made to allow students to be offered employment with Child Welfare.

15 current students and 1 from the previous year needed to begin employment with the agency, if possible. Of those, 3 obtained permanent positions prior to the hiring freeze going into effect. An additional 8 students have been placed in temporary positions. There are 5 students whose situation is not yet resolved. These will require further clarification in the next quarter.

It should be noted that DHS granting the exception for these students to be given temporary employment demonstrated a strong commitment to the program and to bringing the talents of these students into the Child Welfare Community.
In September of this year, a draft recruitment plan was developed. Although recruitment of new students is an ongoing activity with some tried and true approaches, this year poses some new barriers due to the economic situation, agency hiring freeze, and lack of certainty regarding the agency’s ability to back-fill when students are in school. A discussion has been scheduled with district and program field managers and central office staff to discuss how to best approach recruitment during this time.

Particular questions to address related to recruitment include: Should we focus recruitment on BSW or MSW students? Should we focus on employees who already have positions within Child Welfare but who may not have backfills for their work? Or should we focus on new recruits who would not have Child Welfare employment and would potentially be seeking employment during the hiring freeze? The recruitment plan will be finalized next quarter when we have obtained feedback regarding these questions and are able to incorporate them into the planning.

**Culturally Responsive Leaders Traineeship**

In June, 3 students from the Culturally Responsive Leaders Traineeship graduated with their Masters in Social Work. 2 of these students are currently employed with Child Welfare, one in a protective services unit and one in an ICWA unit.

In September, 7 potential candidates for the Culturally Responsive Leaders Traineeship were interviewed. 3 were selected and 1 was identified as a runner up in case additional funds become available in January.

Dr. Cahn took over faculty advising for the 7 students in this program on an interim basis and planning is underway in regards to developing a learning community specific for these students where they can benefit from peer support and feedback.

**Objectives for Next Quarter**

- Finalize Field Placements for eligible students.
- Continue ongoing student support and advising.
- Process stipend payments for new and returning students.
- Meet with Child, Adults, and Families program and district managers regarding recruitment strategies and focuses for the upcoming academic year.
- Finalize recruitment plan and begin dissemination of recruitment materials.
- Resolve the employment / payback options for the 5 graduates who are not yet employed by Child Welfare.
Child Welfare Training
Marty Lowrey, Director

Overview
During this quarter, the impact of the state’s economic situation and the related Department of Human Services hiring freeze began to be felt within the training unit, primarily evident by smaller class sizes, increased cancellations due to competing accountabilities and anecdotal accounts by student of increased workload and stress which can have some impact in the classroom. Despite this, 278 Child Welfare employees and 488 Certified Caregivers participated in training events this quarter and evaluations continued to remain quite high indicating that, overall, staff and caregivers felt the training they received was applicable to their work and would benefit them.

It is clear that in the remainder of this biennium, the training unit will need to work creatively to develop training strategies that are reflective of the decreased number of new hires, the need for mandatory new worker training to remain available, and the need to support and retain the current workforce through continued professional development opportunities. For example, the training unit has increased its travel to the field for training events in order to support participation and is planning individual and small group make-up sessions for Child Welfare Core and Clinical Supervision to facilitate completion of mandatory training.

We are anticipating, as we go forward, that increased use of Distance Training may be needed to address the changing staffing dynamics. We have continued during this quarter to pilot some sessions of Foundations Training being provided by NetLink. We have, also, provided outreach to Oregon’s tribes in the area of Distance Delivery through a well received presentation at an Indian Child Welfare Quarterly meeting. We are continuing to expand our use of Video Conferencing in the Foster, Adopt, and Relative Parent Program to extend the training reach and have completed a computer-based training on Guardianship.

During this quarter, we have continued to see an increased need for special training projects that support changing practice and policy. At the request of the Family Based Services Manager, we sponsored a ‘Kick Off’ event for the Oregon Family Decision Meeting Demonstration Project. This included training on Family Group Conferencing and facilitating a structured action planning process for the 3 branches that would be doing the demonstrations. In addition, a Training of Trainers curriculum was developed regarding Maintaining and Returning Children Home (M.A.R.C.H On) that focuses on in home safety management. Development of a Training of Trainers for Adoption Committees is also in early discussion. These projects have been well received and we are anticipating additional training requests of this nature.

During the next quarter, we will be continuing to adjust to the changes in hiring and staffing by assessing how we currently deliver training, identifying ways to increase the training available to current employees and being innovative about how to use our resources and skills to ease the challenges facing Child Welfare Central Office and Field during this time. We will also be considering ways to strengthen the connection between the Child Welfare Partnership Training Program and the Child Welfare Partnership Education Program as we move forward.
Child Welfare Core Training
Project Agreement A-01-09 Exhibit A
Lead Trainer: Linda Bello, MSW

Quarter’s Activities
Child Welfare Core Training was held twice this quarter constituting 8 weeks. Curriculum revisions to the Life of a Case cluster included greater emphasis on in-home safety planning and the addition of a parent panel. A session on searching for and engaging relatives was added to the Fundamentals of Child Welfare cluster. Written curriculums for all sessions have either been completed, are in process, or are planned. Curriculums are reviewed by the lead trainer and evaluated using a standardized curriculum review tool. Backup trainers for each session have been identified and a schedule assuring their availability when needed has been developed.

Objectives for Next Quarter
The challenge of responding to the training needs of Child Welfare workers needing to complete Core training during a state hiring freeze will be addressed through brainstorming and implementing creative strategies. Among these strategies will be scheduling Core in ways that reflect fewer new hires but are responsive to the mandatory nature of this training. Work on completing written curriculums will continue with special emphasis on developing backup curriculums for guest presenters. Core Trainers will develop strategic plans for integrating policy and procedure changes into existing sessions.

Evaluation Summary
Fundamentals of Child Welfare and Life of a Case were offered twice this quarter. There was agreement among “Fundamentals” participants that the trainers were knowledgeable in the subject area trained (99%) and that the learning objectives were met (98%). About 97% of respondents agreed that the content was applicable to their jobs and that the materials provided were helpful. The activities were found to be valuable by 93% of respondents. Participants of Life of a Case training agreed that the learning objectives of the training were covered and that the materials were helpful (99%). About 98% of the participants agreed that the activities provided in the training enhanced their learning. Participants continued to comment that they liked the engaging nature of the training, the content covered, and the expertise of the trainers.

Social Service Assistants Training
Project Agreement A-02-09 Exhibit A
Instructor: Michelle Warden, BSW

Quarter’s Activities
During this quarter, Sandra McIlhenny delivered an advanced NetLink specifically designed for Social Service Assistants entitled: What do I do with this Kid? This NetLink was designed to help Social Service Assistants understand some common reasons children display challenging behaviors during visits and to learn ways to diffuse these behaviors. During this training participants also learned ways to support and coach parents in the process of managing their child’s difficult behaviors.
As stated in the previous quarterly report, the July training was canceled due to low enrollment. This quarter, personal phone calls have been made and e-mails sent to Social Service Assistants who have been identified as needing to complete training. This has ensured that there will be enough participants for the training which is scheduled to begin November 30, 2010.

**Objectives for Next Quarter**

- Prepare for and deliver a six day training beginning November 30, 2010. Continue to recruit participants for training.
- Deliver a NetLink for Social Service Assistants on Confidentiality.

**Evaluation Summary**

Classroom training did not occur during this quarter; therefore there are no evaluation findings. Evaluation of the NetLink training is reflected under the Distance Delivery report.

**Supervisory Training**

Project Agreement A-03-09 Exhibit A

_Instructor: Dan Garris, MA_

**Quarter’s Activities**

This quarter Cohort L completed four of six modules of clinical supervision training. This cohort is made up primarily of newer supervisors. The supervisory training continues to be well received as participants consistently remark that the training content is needed information for the occupation of supervision and management. While supervisors share that these are very difficult times given position vacancies, the hiring freeze and the broader social strife of hard economic times, the supervisors of cohort L also appreciate the time to come together, share struggles and gain knowledge and skill for the work. One of the added dynamics to this training is providing the time at the beginning of sessions for supervisors to freely share their concerns. This is done in the spirit of providing a safe environment while maintaining the structure, pace and integrity of the training content. This added feature allows expressed concerns and training content to be connected through facilitated discussion. One of the driving themes that has emerged in this connection, and that I intentionally highlight for supervisors, is the opportunity and responsibility to lead and to foster ones leadership credibility amid difficult times.

A new idea for action planning has been implemented within this quarter. In addition to having supervisors write an action plan at the end of a module or session and then report back on this plan at the next module, I now provide supervisors with a 3x5 card at the beginning of a session and during the session I ask them to write down a concept, an area of practice or whatever else is of interest to them during our session discussion. Then they have until the next session to consider the following: _Take your thinking deeper about this area by asking clarifying questions or finding out something new or deeper about the area not discussed in the session._ Supervisors are to share their thoughts and findings at the beginning of the next session.

Creating advanced review sessions continues to be a project of interest and future development.
The Mentor Program was launched this quarter. All relevant training and information has been provided to the key players in the matching process.

**Objectives for Next Quarter**

- Continue to track supervisor Action Plans and provide feedback through facilitated discussion at the beginning of sessions.
- Develop advanced review sessions on supervision and leadership topics for graduating cohort participants.
- Assess and review matching progress for the Mentor Program. Request time frames for matching discussions and matching mentor to protégé.
- Create and advertise a plan for traveling to regional sites to provide make up sessions for supervisors in order to facilitate completion of the supervisory training.

**Evaluation Summary**

Participants all agreed that the learning objectives were met for the three modules provided this quarter. Supervisors continue to state that one of the most valued aspects of this training is the opportunities for discussion and problem-solving with colleagues and trainers. The content of the training is also viewed by participants to be useful and immediately applicable in their jobs.

**Certifier and Adoption Worker Training**

**Project Agreement A-04-09**

Certifier Adoption Worker Training - Exhibit A  
Foundations Training of Child Welfare Regional Trainers - Exhibit B  
Lead Trainers: Rudy Torres, BS and Kris Villanueva, MSW

**Quarter’s Activities**

This quarter’s work focused heavily on curriculum development and revision for the July Certification and Adoption Worker Training. We continued to communicate with Department of Human Service Management throughout the process and even after the training occurred have again met with this group to plan for future trainings, making adjustments both to the topics and the format. In the interim between July and the end of the quarter, there has been effort at fine tuning the individual topics. Time was dedicated to continuing the Foundations face-to-face mentoring project, mentoring and training the new trainers for the Certifier/Adoption worker training, preparing for the second Foundations Training of the Trainer (TOT) statewide gathering and providing the third Foundations NetLink module.

**Certifier/Adoption Worker Training**

The focus of work on this project was preparation and delivery of the two week training in July. The revisions added 2 full days of training to the two week training as well as multiple new and revised topics. The *Structured Analysis Family Evaluation* (SAFE) training was successfully incorporated although not in the flow desired and this is continuing to be adjusted as the project moves forward. In addition to the basic two day SAFE training, the SAFE assessment process and activities were included in other topics with one module dedicated to analysis of home studies using the SAFE ratings and mitigations considerations. Rudy Torres, the new Certification/Adoption Worker trainer provided a portion of the trainings, developing two new
topics. He will increase his training coverage in the October session. Rudy is gradually, with coaching, assuming the facilitation and management of the entire Certification/Adoption Worker training. The training was well received and attended.

Foundations
This biennium there was a shift in allocation of the time to the Foundations project. The three-day Foundations training will now be provided once a year and time has been shifted to: provide face-to-face mentoring; pilot Foundations Training via distance (NetLink); and train and facilitate quarterly face-to-face gatherings of the child welfare field trainers to share ideas among themselves and provide advanced training skills.

The second Foundations one-day Training of Trainers (TOT) is scheduled for November 3, 2010 and will focus on increased ways to engage audiences through Reflections, Projections and Metaphors as well as tips on speaking skills for Foundations trainers.

We offered the third module of Foundations NetLink, but again, only had one branch attend and this was as a support group for currently certified caregivers. We are currently evaluating this pilot and will be in discussion with the Department regarding the continuance of this offering.

Four staff have received individualized mentoring and feedback with reports to both them and their supervisors and a fifth observation was planned in October. New trainers will again be cultivated in the Certifier and Adoption Worker Training in October. The project has provided benefits in four areas: assisting the trainers with a module by co-training; providing individualized mentoring to the trainers; providing feedback to their supervisor; and providing an opportunity for the Portland State University trainer to experience training in the field as well as practice using the curriculum in a real life environment. Other mentees have been solicited from the July training but due to short staffing several have declined at this juncture.

Objectives for Next Quarter
- Train the second session of the two-week Certifier/Adoption worker training.
- Provide Foundations mentoring to additional individual trainers.
- Develop the second one-day Foundations Training of Trainers for November.
- Provide the fourth Foundations NetLink module.
- Continue mentoring new trainer to assume full responsibility for Certifier/Adoption Worker Training.

Evaluation Summary
There was a high level of agreement among participants that the:
learning objectives for Certification and Adoption training were met (99%); trainers were knowledgeable (97%); content was applicable (94%); materials and handouts were helpful (95%); and activities were valuable (90%).

Participants stated that they liked the activities, trainers and content covered the best. As this was the first time this training was offered using a newly revised curriculum, there was feedback about certain parts of the training that needed more or different activities and session length adjustments (more or less time to cover a particular content area). The specifics of the evaluation
findings were summarized and provided to the curriculum team. Overall, the training was very well received.

**Additional Information**
There are two remaining sessions of Certifier/Adoption Worker Training scheduled before the end of the biennium, October and April 2011.

One more session of Foundations NetLink, Session #7, is scheduled in November.

The future one-day Foundations Training of Trainers gatherings are scheduled for November, March and June 2011 and the 3 day Training of Trainers of Foundations is scheduled for March 2011. Several of the training dates were modified at the request of Department of Human Services due to the roll out of ORKids.

**Freeing and Placing Children for Adoption**

*Project Agreement A-05-09 Exhibit A*

*Instructor: Kellie Herold, BSW*

**Quarter’s Activities**
During this quarter, moderate revisions were made to the curriculum to support changes in the new temporary adoption policies. Meetings were held with the Assistant Adoption Program Manager and Legal Assistant Specialist staff for curriculum development and to assure that the content of training continues to reflect best practice in the field. Significant revisions were made to the printed materials for class due to the policy changes. There were no training days during this period.

**Objectives for Next Quarter**
- Prepare and deliver eight days of training from October 18-28, 2010.
- Evaluate the new activity based curriculum sections for policies, recruitment, and matching.
- Redesign of the Adoption Committee curriculum components, including filming a live Central Office Adoption Committee to reflect new practice/policy.

**Evaluation Summary**
Training did not occur during this quarter so there are no evaluation findings to report on.

**Additional Information**
The session on policies formerly taught by a Legal Assistant Specialist trainer will now be taught by an on-staff trainer. We will continue to decrease the reliance on central office staff for delivery of training in this project area.

**Advanced Training**

*Project Agreement A-06-09 Exhibit A*
Distance Delivery
Distance Delivery Trainer: Mark V. Schwier, MA

Quarter’s Activities
In total, 290 participants received 870 hours of instructional time. This is an overall increase of 22 from last quarter and an increase of 115 over the Fall quarter of 2009. Additionally, we eclipsed our previous high of 286 participants by 4.

9 NetLinks were offered to staff over the course of this quarter, with 115 staff members completing courses, an average of 13 participants per course. Highlights included a NetLink directed specifically to meet the needs of Social Service Assistants and markedly higher attendance rates for the Confidentiality NetLink.

9 NetLinks were offered to caregivers, with a total of 175 participants, averaging just over 19 per session. The topics included: Enhancing Teen Attachment; Parenting to the Child’s Temperament; and Nurturing the Infant in Care. In addition we offered one session of the Behavioral Crisis Management Training (Parts 1 & 2) as well as Foundations training Module 6, Valuing the Child’s Heritage.

The second module of the Guardianship computer-based training was completed, and is currently undergoing a second round of reviews. Once this review is complete, audio narration will be added and the training will then be ready to upload into the Department of Human Service Learning Center.

At this time, no further computer-based training modules are definitely planned, however several candidates are under discussion.

Objectives for Next Quarter
Market NetLink to previously underserved groups
The partnership has decided to focus on outreach efforts to the Tribes in Oregon. The purpose behind this is to strengthen our relationship with the tribes while improving training access. Mark Schwier will coordinate this effort with Judy Helstrom, Michelle Warden and Mary Anne Camp. Mark attended the Indian Child Welfare Act (ICWA) Quarterly meeting to discuss distance training options.

Increase participation by staff and caregivers is an ongoing objective. The Department of Human Service Child Welfare newsletter has proven effective in generating increased numbers for the Staff NetLinks. Our Caregiver Trainers have been taking time to discuss the NetLink classes and have been handing out flyers with the schedules for the Caregiver NetLinks. This has been instrumental in increasing participation across the state, primarily in the more rural regions.

Identify new topics for computer-based training modules.
The initial Guardianship computer based training has proven successful. With the completion of the 2nd module, the opportunity to identify other potential training topics arises.
Scheduling NetLinks for 2011 has started, with the Confidentiality and Multi-Ethnic Placement Act NetLinks assigned dates for the 1st half of 2011. Dates for the 2nd half of 2011 are pending determination of the Core child welfare staff training calendar. Due to the reductions in Core training there may be a concurrent reduction in the frequency of Confidentiality and Multi-Ethnic Placement Act. Topics for the Advanced Staff NetLinks have not yet been finalized.

The Foster/Adoptive/Relative/Parent Trainer topics are set, and 8 of the 12 topics have been assigned dates.

Evaluation Summary
All trainings provided through distance delivery are evaluated using the online survey tool, Survey Monkey. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

Required Trainings: The Confidentiality and Multi-Ethnic Placement Act NetLinks are required as part of Core Child Welfare staff training.

Participants complete an evaluation as well as a knowledge quiz after the trainings. The average knowledge quiz score for Confidentiality and MEPA was 83% for each. While respondents reported feeling neutral about having to take the training, they were glad to have participated.

Advanced trainings: Participants agreed that the learning objectives were met for each of the three advanced training topics offered via NetLink this quarter. Participants also conveyed that they looked forward to participating in these trainings and were glad that they attended them. They commented that the materials were helpful and that the information presented was useful.

Foster Adoptive Relative Caregiver trainings: Of those who participated in NetLinks for caregivers this quarter, 98% agreed the learning objectives were met. Participants commented on the trainer’s strong presentation skills and helpfulness. They also appreciated the interactivity of the trainings and useful information provided.

Advanced Training – Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructor: Dan Garris, MA

Quarter’s Activities
Engaging and Supporting Relatives throughout the Life of the Case training was developed by Kris Villanueva and modified by the current delivery trainers, Karen Moorhead and Michelle Warden. Karen, Michelle and De Garret have scheduled 90% of the 12 possible venues for this training.

Four sessions and 69 DHS staff have been trained in this quarter. As a liaison to the supervisors, Dan Garris advertised this training and found that there is great interest in this topic among supervisors and caseworkers.
Involving the Non-custodial Father in Case Planning training was piloted on August 25, 2010 and the debut delivery was on September 10, 2010 to 15 child welfare staff. Two additional venues have been scheduled for November 10 and December 13. On September 10 we did a plus/delta evaluation. Participants appreciated the in-depth examination of personal and organizational beliefs and attitudes that frame a dismissive approach toward non-custodial fathers in the case planning process. Participants also appreciated some of the hands-on engagement strategies for involving fathers in case planning. Participants would like more opportunities to practice the engagement strategies.

Culturally Competent Interviewing continues to be offered to interested child welfare staff through distance delivery NetLink.

Objectives for Next Quarter
- Consider and propose, as an advanced engagement team, other training needs expressed by supervisors and staff.
- As the project lead, continue oversight of advanced engagement deliverables.

Evaluation Summary
Engaging Relatives
There was agreement among participants that this training met its learning objectives. Participants commented that they especially appreciated the thorough review of the new policy and the opportunity to discuss it.

Additional Information
Dan created a 90-minute presentation on Verbal Judo (delivered in two breakout sessions) for the 2010 Support Staff Conference.

Special Training Projects
Presentation for 2010 National Staff Development and Training Association Reflections, Projections and Metaphors was a presentation designed to share three strategies for supporting learner retention in long, multi-session trainings. The objective of the training was to discuss and apply each of these three strategies: reflections, projections, and metaphors.

Oregon Family Decision Meeting Demonstration Project
Instructor: Katharine Cahn, Ph.D., Susie Barrios, MSW, and Linda Bello, MSW
This quarter the Center staff at the request of the Manager of the Family Based Services Unit, sponsored a kickoff event for a demonstration project related to family meetings. Although there was no additional funding for the project, this was seen as critical in meeting the program improvement requirements related to Oregon’s Child and Family Service Review results as well as a best practice which is highly valued in both Department of Human Service and Child Welfare Partnership. Extensive collaboration and planning went into the project which culminated in a day long training and action planning process for three offices: Marion County, Wasco County, and Jackson County. Especially considering the current stress and challenge in the field the attendance was strong. The training was led by Susie Barrios who is stationed with the Center for Improvement at the Portland State University campus and is a former Intensive
Family Services (IFS) staff and family meeting facilitator. She was assisted by Katharine Cahn, Executive Director of the Center for Improvement of Child and Family Services and Linda Bello of Child Welfare Partnership. In addition to the trainers, there was project management assistance by three other staff.

**Evaluation Summary**
There was general agreement among the participants that the learning objectives of the training were met (89%). Participants stated that they liked the family group conferencing content and opportunity for discussion and interaction with colleagues and trainers. The primary request from participants who will be implementing family group conferencing, was to provide regular, ongoing support at the local level, such as: someone available to answer questions or serve as an ‘open ear’ as the rollout occurs; clinical supervision for Family Group Conferencing (FGC) cases; and continued conversations about what is working and what isn’t.

**Additional Information**
The demonstration sites will have consultation with the Family Based Services program as a result of their involvement in the project. There is not further involvement from the Child Welfare Partnership at this time, but may be requested for the statewide roll out.

**Maintaining and Returning Children Home** (M.A.R.C.H. On)
In-home Safety Management  
*Project Leads: Linda Bello, and MSW Michelle Warden, BSW*

When a child is determined to be unsafe, placement outside the home is not automatically required nor in the best interest of the child. The ethical and appropriate approach to child protection is based on the least intrusive intervention that will assure child safety. This training will provide participants the opportunity to explore options for in-home safety management. Learning Objectives include: 1) Gathering and analyzing information to determine if a child can be safely maintained in or returned home; 2) Exploring options for managing child safety in the home; 3) Developing and monitoring a sufficient and least intrusive In-home Protective Action or In-home Ongoing Safety Plan.

Responsibilities associated with this training involved development of a 3.5 curriculum, a pilot of the curriculum that included internal partnership staff and DHS consultants held on August 4, and a full-day Train the Trainers held on August 19.

**Foster/Relative/Adoptive Parent Training**  
*Project Agreement A-07-09*

*Instructors: Sandra McIlhenny, Jennifer Scholes, MA, Rudy Torres, BS*

*Program Coordinator: Dawn Perrault, MA*

*Lead Worker: Kris Villanueva, MSW*

**Quarter’s Activities**
During this quarter, the Foster, Adoptive, and Relative Parent Training program unit continued to work with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns. In addition, team members attended and participated in meetings of
the Substitute Caregiver Training Committee established by the Department of Human Services to explore a variety of issues related to caregiver training.

Between July 1, 2010 and September 30, 2010, thirty-two classroom training sessions were presented by staff trainers and contractors across the state, including seven CPR & First Aid trainings and three on-site Behavior Crisis Management Training two-day sessions. One of those classroom trainings was presented in Spanish. One of the classroom trainings included video conferencing to a second location to expand the number of caregivers served by a single training. Participants in the thirty-two classroom trainings numbered 507 (65, or approximately 13%, of those participants were identified as relative caregivers). In the training presented in Spanish there were 9 participants, 4 of whom were relatives. Two on-site six-hour NetLink follow-up Behavior Crisis Management Training sessions occurred during this quarter with a total of 8 participants.

Also during this quarter, nine 3-hour NetLink trainings were provided. The NetLink trainings included the initial presentation of the newly developed training topic, Enhancing Teen Attachment, and the initial presentation of Foundations Training Module 6. Participants in the nine NetLink trainings numbered 168 (approximately 5% were identified as relative caregivers).

Three scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. The cancelled trainings were planned as follows: one in District 3, one in District 10 and one in District 13.

1,380 Foster Parent College members statewide completed 34 trainings via the internet during this quarter. 2 Foster Parent College units were allowed to expire. A brief review of the courses enrolled in during the quarter, revealed that the most popular Foster Parent College courses were Anger Pie completed by 6 members, Stealing completed by 3 members and Substance Exposed Infants completed by 3 members.

Evaluation Summary
Evaluations were collected from 31 classroom trainings and 6 NetLinks this quarter. Participants were in strong agreement that the learning objectives for the trainings were achieved (99%). In addition, 95% of the respondents rated the trainings as either a 4 or 5, on a scale of 1-5 with 5 as the highest rating possible. About 5% rated the trainings as a 3. Participants stated that they appreciate the depth of knowledge and professionalism of the trainers. They also continue to enjoy the interactive nature of the trainings.

Objectives for Next Quarter
- Continue to offer both one evening and one daytime NetLink per month. We will be continuously reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Continue to work with the districts to promote participation in Behavior Crisis Management Trainings offered via NetLink.
- Continue to identify new training topics for development.
- Continue to work with district representatives in the ongoing development of training plans for this biennium.
• Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.
• Continue to work with the districts to promote the use of v-con technology to make trainings available to wider audiences.
• Continue to fulfill training requests made by the districts.
• Participate in substitute caregiver training committee.
• Continue to observe and provide feedback to contracted and staff trainers.
• Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.

Training Districts

Instructors: Sandra McIlhenny, and Jennifer Scholes, MA

( # ) Denotes number of Foster Parent College courses accessed this quarter

| District 1 (Columbia, Clatsop, and Tillamook Counties) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
| Date         | Training            | Trainer        | Rel | Foster | Adopt | Staff | CP | Hours |
| 9/24 & 25    | BCMT                | Scholes       | 4   |        |       |       |    | 12    |
| 9/25         | CPR & First Aid     | Miller        | 2   | 5      | 2     | 1     | 1  | 5     |

| District 2 (Multnomah County) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
| Date         | Training            | Trainer        | Rel | Foster | Adopt | Staff | CP | Hours |
| 7/14         | Child Development: Tweens | Scholes   | 7   | 14     | 1     | 1     |    | 3     |
| 7/31         | Primeros Auxilios de Infantes | Oliveros | 4   | 5      |       |       |    | 5     |
| 8/5 & 12     | Positive Behavior Management | Barrios   | 4   | 16     | 6     | 1     | 1  | 6     |
| 8/13 & 14    | BCMT                | McIlhenny    | 2   | 4      | 6     |       |    | 12    |
| 8/16         | The Continuum of Attachment | Herbert | 3   | 10     | 5     | 1     |    | 3     |
| 9/10         | CPR & First Aid     | Miller       | 3   | 19     | 7     |       |    | 5     |
| 9/15         | Nurturing the Infant in Care | McIlhenny | 6   |        |       |       |    | 3     |
|              | FPC (7)             |              | 3   |        |       |       |    | 7     |

| District 3 (Marion, Polk & Yamhill Counties) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
| Date         | Training            | Trainer        | Rel | Foster | Adopt | Staff | CP | Hours |
| 8/12         | Educational Rights of Children | Jordan | 2   | 7      | 3     | 6     |    | 3     |
| 9/28         | CPR & First Aid     | Miller        | 1   | 3      | 4     |       |    | 5     |
| 9/29         | Parenting Children with ADD/ADHD | Scholes | 5   | 18     | 4     | 1     | 1  | 3     |
### District 3 (Marion, Polk & Yamhill Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FPC (3)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 4 (Linn, Benton & Lincoln Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td><em>Children Exposed to Domestic Violence</em></td>
<td>McIlhenny</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/15</td>
<td><em>Journey of Mourning</em></td>
<td>Montgomery</td>
<td>1</td>
<td>17</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/29</td>
<td><em>Sexual Behavior of Children</em></td>
<td>Bello</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (5)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### District 5 (Lane County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Mikkelsen</td>
<td>5</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>9/15</td>
<td><em>CPR &amp; First Aid</em></td>
<td>Mikkelsen</td>
<td>5</td>
<td>16</td>
<td>2</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>9/22</td>
<td><em>FASD</em></td>
<td>McIlhenny</td>
<td>3</td>
<td>19</td>
<td>8</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (4)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### District 6 (Douglas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/29</td>
<td><em>Parenting Children with Sexual Trauma</em></td>
<td>Downie</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (3)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 7 (Coos & Curry County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td><em>Nurturing the Infant in Care</em></td>
<td>McIlhenny</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/22</td>
<td><em>Child Development: Pre-Tweens</em></td>
<td>McIlhenny</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/22</td>
<td><em>Child Development: Tweens</em></td>
<td>Scholes</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (2)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Child Welfare Training

### District 8 (Jackson & Josephine Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Supporting Visitation</td>
<td>Scholes</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>Children with Sexual Trauma</td>
<td>Downie</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (2)</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### District 9 (Hood River, Wasco, Gilliam & Wheeler Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 10 (Deschutes, Crook & Jefferson Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25</td>
<td>BCMT NetLink follow-up</td>
<td>McIlhenny</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### District 11 (Klamath & Lake Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/09</td>
<td>BCMT NetLink follow-up</td>
<td>McIlhenny</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>The Continuum of Attachment</td>
<td>Herbert</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### District 12 (Morrow & Umatilla Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19</td>
<td>Defensive Parenting</td>
<td>Herbert</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8/19</td>
<td>Children Who Experience Sexual Trauma</td>
<td>Downie</td>
<td>4</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### District 13 (Wallowa, Union & Baker Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14</td>
<td>Parenting to A Child’s Temperment</td>
<td>Scholes</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9/23</td>
<td>Parenting a Child with Special Needs</td>
<td>Jordan</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### District 14 (Grant, Harney & Malheur Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### District 15 (Clackamas County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FPC (3)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 16 (Washington County)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/13</td>
<td>Parenting a Child with Special Needs</td>
<td>Jordan</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9/09 &amp; 10</td>
<td>BCMT</td>
<td>Scholes</td>
<td>7</td>
<td>2</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
## Training Totals
### DHS Staff Training

<table>
<thead>
<tr>
<th>Child Welfare Core Training</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>52</td>
<td>116</td>
<td></td>
<td></td>
<td>52</td>
<td>116</td>
<td>2</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>31</td>
<td>116</td>
<td></td>
<td></td>
<td>31</td>
<td>116</td>
<td>2</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td>33</td>
<td>9</td>
<td>33</td>
<td>9</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td>51</td>
<td>9</td>
<td>51</td>
<td>9</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ASFA (CBT)</td>
<td>26</td>
<td>1</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Certifier and Adoption Worker Training</td>
<td>18</td>
<td>60</td>
<td>18</td>
<td>60</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Supervisory - Cohort L</td>
<td>45</td>
<td>31</td>
<td>45</td>
<td>31</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Engaging Relatives</td>
<td>69</td>
<td>12</td>
<td>69</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving Non-Custodial Fathers</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon Family Decision Meeting Demonstration Project</td>
<td>20</td>
<td>6</td>
<td>20</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining and Returning Children Home</td>
<td>13</td>
<td>3</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections, Projections and Metaphors</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Mental Health Disorders in Teens</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA’s: What Do I Do?</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Guidelines</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>278</strong></td>
<td><strong>350</strong></td>
<td><strong>143</strong></td>
<td><strong>28</strong></td>
<td><strong>421</strong></td>
<td><strong>378</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

### Caregiver Training

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>17</td>
<td>34</td>
<td>9</td>
<td>26</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>122</td>
<td>37</td>
<td>29</td>
<td>18</td>
<td>7</td>
<td>62</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>1</td>
<td>47</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>46</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>Partners</td>
<td>Caregivers</td>
<td>Hours</td>
<td>Distance</td>
<td>FPC</td>
<td>Total</td>
<td>Trainings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>----------</td>
<td>------------</td>
<td>-------</td>
<td>----------</td>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trained</td>
<td>Trained</td>
<td>Trained</td>
<td>Hours Trained</td>
<td>Trained</td>
<td>Trained</td>
<td>Trained</td>
<td>Trained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
<td>75</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>6</td>
<td>17</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
<td>15</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>34</td>
<td>6</td>
<td>18</td>
<td>15</td>
<td></td>
<td></td>
<td>21</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>27</td>
<td>6</td>
<td>13</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>22</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Partnership Training Totals**

<table>
<thead>
<tr>
<th></th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours</th>
<th>Distance Trained</th>
<th>Distance Trained</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver Trainings</td>
<td>15</td>
<td>12</td>
<td>488</td>
<td>149</td>
<td>152</td>
<td>123</td>
<td>21</td>
<td>32</td>
<td>304</td>
<td>107</td>
</tr>
<tr>
<td>Staff Trainings</td>
<td>278</td>
<td></td>
<td></td>
<td>350</td>
<td>143</td>
<td>28</td>
<td></td>
<td></td>
<td>378</td>
<td>26</td>
</tr>
<tr>
<td>Balance Forward</td>
<td>1091</td>
<td>120</td>
<td>2302</td>
<td>1843.5</td>
<td>865</td>
<td>431</td>
<td>255</td>
<td>390</td>
<td>2410</td>
<td>765</td>
</tr>
<tr>
<td>Total this Biennium</td>
<td>1384</td>
<td>132</td>
<td>2790</td>
<td>2342.5</td>
<td>1160</td>
<td>582</td>
<td>276</td>
<td>422</td>
<td>3092</td>
<td>898</td>
</tr>
</tbody>
</table>
Wraparound Cross-Systems Training Academy

Statewide Children’s Wraparound Initiative
Workforce Development and Training
Bill Baney, Director, Cross Systems Training Academy

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to three demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration three sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties).

First Quarter Activities: Over the past quarter, PSU offered training sessions tailored to reflect the strengths, challenges and needs of each site.

First Quarter Activities
- Training Modules
- Consultation
- DHS Learning Center
- Local Content Experts
- Cross System Linkages

Training Modules
PSU designed and delivered a number of training sessions throughout the state. Each session is grounded in foundational wraparound principles and values and specific sessions are uniquely tailored to reflect the intended communities. The following is a list of sessions, locations and date(s) offered.

Wraparound 101
This session is an orientation for individuals in the implementation of wraparound at the community level. Specifically, the session is intended for people new to wraparound approach, and the underlying philosophy of the model.

Participants will be able to:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams.
- Recognize importance of key roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings.

PSU delivered this session to 127 people in the following areas:
(7/1) Marion County
Facilitation Training Module I and II
This training is a 2-day skill building session for individuals with a significant role in facilitating wraparound or collaborative child and family team meetings. The session takes participants through a series of discussions and interactive exercises on the engagement process, facilitation skills and meeting process, as well as looking at how to most effectively incorporate culturally respectful practices and development, implementation and maintenance of plans of care.

Participants will be able to:
- Orient family and team participants to the wraparound/child and family team process.
- Identify family goals, needs, strengths and culture & participant interests, strengths and perspectives.
- Demonstrate awareness and develop strategies around the use of natural supports.
- Clarify roles between facilitator/family partner & introduce roles to other team members.
- Clarify & understand systems mandates, including agency level, court mandates/orders, and confidentiality.
- Involve team participants in the meeting process and plan development.
- Gain appropriate team participation in the design, implementation & maintenance of plan of care – building on the notion of shared-responsibility, shared accountability.
- Involve family and youth or other team members in facilitation discussions.
- Address safety issues/concerns, utilizing strengths and natural supports as resources to help promote positive outcomes.
- Transition team from situations where they “get stuck”, or encounter challenging situations (i.e. building consensus, conflict management/problem solving, power imbalances, group dynamics).

PSU delivered this session to 35 people in the following areas:
- (8/19-20) Rogue Valley
- (8/25) Washington County (Module I)
- (9/8) Washington County (Module II)
- (9/19-20) Washington County

Roles and Responsibilities
This session builds on wraparound and system of care principles as they apply to activities and tasks specific to the child welfare system. Sessions are inclusive of guidance and feedback from system stakeholders including child welfare, mental health, education, family partners and other core team members.

PSU delivered this session to 11 people in the following areas:
**Family Partner Orientation**

This session is an orientation specifically designed to assist those hired in the role of a family partner to begin work on wraparound teams. The training is organized around knowledge of historical family support roles in children’s system of care. The session takes participants through a variety of activities family partners are engaged in through each wraparound planning phase.

Participants will be able to:

- Demonstrate knowledge and awareness of the unique role of family partner.
- Develop knowledge, skill and ability to bring families into engagement and full participation of the wraparound planning process.
- Gain understanding of how family partners interact with the wraparound team to maintain focus on wraparound principles (e.g. family voice and choice).
- Develop understanding of cultural and linguistic needs of families, and how to adapt strategies to ensure culturally responsive planning.

PSU delivered this session to 24 people in the following areas:

9/30-10/1 Washington County

**Consultation**

PSU provided consultation to the three demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family driven care, model design, facilitation, roles/responsibilities and organizational development.

**DHS Learning Center**

PSU established an electronic learning platform, Wraparound Team Room housed within the DHS Learning Center. The Team room has the capacity to post/share documents, post PowerPoint presentation, note informative links and serve as a chat room or bulletin board. Individuals are able to post questions / comments for review. To increase access and reduce possible barriers, PSU created a virtual tour of the site through an electronic tutorial including clear directions on how to register for the Learning Center.

**Local Content Experts**

PSU worked with local content experts such as family partners, care coordinators and other system partners with a goal of establishing a cadre of workforce development and training specialist specific to the region. PSU provided technical assistance and guidance around platform skills specific to adult learning. PSU will continue to work with local experts to increase the likelihood of sustainable practice. An emphasis on the development of a local cadre of trainers fosters the likelihood of sustainable practice.

**Cross-System Linkages**

PSU met with multiple system partners over the past quarter to foster cross-system collaboration and linkages. PSU representatives, in partnership with local and state leads, met with representatives from Juvenile Justice, education, mental health, child welfare and OYA. PSU provided system-specific consultation sessions to ensure wraparound principle and values are
integrated within the organizational culture of the respective system. One area in development is the link with education. PSU presented an adapted version of Wrap 101 for Oregon’s PBIS Network (Positive Behavioral Interventions and Supports). The focus is to identify opportunities to augment/support PBIS efforts throughout the state with a wraparound service delivery model. The Mid Valley site initiated a similar process with education representatives with focus in Collaborative Problem Solving. The cross-system emphasis reinforces sustainable practice.

**Activities for the Second Quarter**

1. Establish Supervisor Consultation Sessions
2. Deliver Youth Engagement Trainings for the three sites
3. Deliver training sessions specifically for BRS providers
4. Expand training plan to include system partners
5. Develop linkage with education system (PBIS, CPS)
6. Review/revise/update workforce development plans for demonstration sites
Adoptive and Foster Family Therapy Certificate Program

Instructor: Kellie Herold, BA

Program Description
The Therapy with Adoptive and Foster Families program is a post-graduate certificate program (100 CEU hours) that provides a series of advanced, evidence-based workshops/courses for mental health therapists. These courses focus on the specialized theories and practices for working with children who have histories of abuse, trauma, and neglect; for strengthening their family systems; and for enhancing parents’ and children’s resiliencies. Mental health professionals are able to use these new skills to work with other nontraditional families, such as blended, kinship, and guardianship. The objectives for this program include:

- Increase accessible and affordable mental health support for adopted/foster children and their families with professionals competent in using evidence-based strategies for the emotional, behavioral, and mental health issues of children with histories of child abuse, trauma, and neglect;
- Reduce the risk of adoptive, foster, kinship, and guardianship family dissolution.

Mental health professionals who earn the postgraduate training certificate are part of a core group of clinicians available to serve adoptive and foster families throughout Oregon. A directory of mental health professionals who have completed this training certificate is available from Oregon’s Department of Human Services, the Oregon Post Adoption Resource Center. This valuable training is also offered to Oregon DHS child welfare professionals and scholarships are available.

Quarter’s Activities
During this quarter, work focused on preparation for the 2010-2011 Certificate Program including extensive marketing to therapists via the Mental Health Organization, licensing boards, and conferences. 111 scholarships were awarded DHS Child Welfare professionals for classes within the upcoming academic year. In September, two training days were attended by 47 participants (21 child welfare professionals and 26 therapists). There are currently 10 therapists enrolled in the program and 7 pending applications. The Directory of Therapists currently includes 68 therapists and adoption professionals. Also in the quarter significant development work was completed with DHS Adoption Placement Specialist for the Overview of Adoption and the Oregon System class. The Executive Committee is currently in development for the Attachment & Bonding class and plans to change the format from an online course to a face-to-face course for next year.

Objectives for Next Quarter
Prepare and deliver the October 1-31 online class Clinical Practice with Adoptive and Foster Families. In November there are two classes on campus Friday, November 19 Fetal Alcohol Spectrum Disorders and November 20 The Effects of Trauma, Abuse and Neglect on Child Neurodevelopment.

Evaluation Summary
Evaluation findings are not yet available for the Sept 24 and 25, 2010 classes.

Additional Information
The Executive Committee has invested in strategies to make the program more accessible and less expensive for both mental health therapists and DHS child welfare professionals. We are currently monitoring the number of participants to see if offering classes individually, as opposed to a full cohort model, is effective. Use of video streaming has made the program available to workers across Oregon; currently 30-40% of the participants are distance learners. The program is involved in a national initiative led by the Center for Adoption Studies & Education to establish adoption competencies.
Research
Title IV-E Waiver Evaluation
Project Agreement C-01-07 Exhibit A

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to distribute a series of posters representing the findings from youth focus groups including sending a set to be displayed during the Shoulder to Shoulder conference</td>
<td>On-going</td>
</tr>
<tr>
<td>Conduct Youth Friendship Pairs Interviews study as a follow up to the Youth Focus Groups to further our understanding of permanency as it relates to this population</td>
<td>On-going</td>
</tr>
<tr>
<td>Collaborated with DHS staff to produce a written response to the letter to DHHS specifying core elements, designing procedures related to random assignment and a structure for ongoing engagement of the field in sustaining the research</td>
<td>Completed</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design. PSU staff performed a variety of functions including facilitating meetings, taking notes, preparing and preparing background information related to possible program models and research designs.</td>
<td>On-going</td>
</tr>
<tr>
<td>Meet with Tribal Child Welfare staff to solicit input and share information related to the Waiver Extension</td>
<td>On-going</td>
</tr>
<tr>
<td>Consult with ACYF/Children’s Bureau and JBA regarding the Waiver Extension</td>
<td>On-going</td>
</tr>
<tr>
<td>Provided assistance to DHS related to designing the Parent Mentor and Enhanced Visitation interventions including but not limited to literature searches, interviews with providers, and preparation of various materials for use in meetings with DHS staff and other partners.</td>
<td>On-going</td>
</tr>
<tr>
<td>Conduct a variety of activities related to the research including literature reviews consulting with JBA and Children’s Bureau staff, and preliminary work on instrument development, research procedures and protocols</td>
<td>On-going</td>
</tr>
</tbody>
</table>

Progress Notes
Work during this quarter consisted primarily of significant effort on development of the Waiver extension.

Products:
- Handouts describing the two interventions as well as those describing various aspects of the research.
• Survey of potential parenting programs for use in Relationship Based Visitation Intervention
• Review of research done on the Nurturing Parenting Program
• Survey of instruments that might be used in the NPP evaluation
• Review of research done on Peer Recovery Support and Parent Mentor Programs
• Survey of instruments that might be used in the Parent Mentor evaluation

<table>
<thead>
<tr>
<th>Objectives for Next Quarter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional assistance as needed to DHS on the Waiver extension proposal including further development of the research design as well as the interventions</td>
</tr>
<tr>
<td>Finalize Youth Friendship Pairs Interviews reports</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
</tr>
</tbody>
</table>
Executive Director Overview ........................................................................................................... 1
Child Welfare Education Program ..................................................................................................... 2
Child Welfare Training ....................................................................................................................... 4
  Child Welfare Core Training ........................................................................................................... 5
  Social Service Assistants Training .................................................................................................. 6
  Supervisory Training ....................................................................................................................... 7
  Certifier Adoption Worker Training ............................................................................................... 8
  Foundations Training of Child Welfare Regional Trainers ............................................................... 9
  Freeing and Placing Children for Adoption .................................................................................. 10
  Advanced Training ......................................................................................................................... 11
  Classroom Engagement Skills Training ......................................................................................... 13
  Foster/Relative/Adoptive Parent Training ....................................................................................... 14
Training Program Totals .................................................................................................................... 20
Wraparound Cross-Systems Training Academy ............................................................................... 22
  Adoptive and Foster Family Therapy Certificate Program ............................................................ 26
Research ............................................................................................................................................... 28

Adoptive and Foster Family Therapy Certificate Program
Executive Director Overview
Katharine Cahn, Executive Director

Overview

The Child Welfare Partnership successfully negotiated two major organizational challenges during Fall quarter, 2010, continuing to provide uninterrupted research, education, and training services to meet the needs of child welfare in Oregon.

The Child Welfare Education Program entered fall quarter challenged with the leadership transition necessitated by the death of the program director towards the end of the summer quarter. Training Director Marty Lowrey stepped up as interim leader of the program, supporting staff in a successful launch of a new academic year. A total of 57 students (32 continuing, and 26 new), all with career commitments to child welfare, started fall quarter in campus and distance MSW and campus BSW programs. With additional support of a federal grant, the program developed a specialty in culturally responsive leadership for child welfare, supporting seven students.

The Child Welfare Training program exhibited flexibility and professionalism in adapting programming to meet training needs during a time of hiring freeze. Staff resources normally allocated to offering Core Training to entering new workers were re-deployed to a variety of advanced, and make-up sessions, assuring ongoing professional development. Evaluation shows that all training programs met learning objectives and were judged as useful and relevant to the workers’ needs on the job. The total number of trainings is impressive: 21 trainings for staff (ranging from a few hours to multi-day trainings) and 161 trainings for care-givers (foster, adoptive, and relatives) were offered in the quarter, bringing the biennial total to over one thousand trainings provided to DHS staff and caregivers.

The Wraparound program, offered through the Cross-Systems Training Academy, provided training to support start up in three pilot areas. Seven different topics were offered to a total of 226 participants, including an ongoing supervisory training and consultation group for ten Wraparound supervisors. In addition project staff offered consultation and infrastructure development support for all three sites and at the state level.

Three sessions of the ten-session Adoption Certificate (“Therapy with Adoptive and Foster Families”) program were offered, providing space for 33 child welfare employees as well as 69 mental health therapists who work with child welfare families and constitute the core audience for this series. Topics were “Clinical Practice with Adoptive and Foster Families”, “Fetal Alcohol Spectrum Disorders”, and “The Effects of Trauma, Abuse, and Neglect on Child Neurodevelopment”. Offering the programs using Distance Technology expanded the availability of these programs.

The Child Welfare Partnership Research team worked closely with DHS/CAF on the research and intervention design of the Title IV-E Waiver Demonstration Program. Activities included intervention design, conversations with the Children’s Bureau, and engagement of the field.
Child Welfare Education Program
Marty Lowrey, Interim Director

Overview
This quarter marks the first semester of the 2010-2011 academic year. The program staff and students, while struggling with the tragic loss of their program director, have worked together to meet the academic and programmatic student needs during this quarter.

I would like to acknowledge, Bonnie Dalton, Amanda Fixsen, and Laurie Leasure, who made extraordinary efforts to cover the needs of the program and support the students during this time, including taking on additional responsibilities, working extra hours, and supporting students and staff with the emotional context of this situation.

Their work and the work of other Center and Child Welfare staff allowed for the stabilization and progression of the program this quarter, the results of which are provided in the report below.

Student Summary and Support
Classes began in September and continued throughout this quarter. Child Welfare Education Students received tuition support, academic advising, field placement/liaison assistance, and field seminars.

In total, the Child Welfare Education Program has 57 BSW and MSW students this academic year of which over 25% represent a minority population. These consisted of:

- 32 Continuing students. The Child Welfare Partnership Education program had 12 continuing MSW campus students and 10 returning Distance MSW students; 3 in Salem, 4 in Eugene, and 3 in Ashland.
- 26 New students. This fall 12 new MSW students began the campus program, 8 new MSW students started in a Distance MSW program and 5 BSW students were accepted into the campus program for this academic year.
- (1 MSW student withdrew from the program.)

Quarter’s Activities
In addition to the student specific activities that occur in all academic quarters, there were significant programmatic activities this quarter. Extensive efforts were made to continue to work with students who graduated during the Department of Human Resources hiring freeze to assist them in obtaining full-time, permanent positions with Child Welfare. The hiring freeze had some reprieve during this quarter and a number of positions opened up that students were able to apply for. Several students did obtain employment and it is anticipated that more may be successful in obtaining employment in the next quarter.

A recruitment plan to reach out and identify potential students for next year was developed. General recruitment strategies included the development and distribution of program fliers,
meetings at Child Welfare Field Offices, presenting at the Child Welfare Program and District Manager’s meeting, and utilizing the Child Welfare Partnership training team to get the word out in staff and supervisor training and on committees that include Child Welfare professionals.

Specific Recruitment activities included meeting and reaching out to individuals who had expressed an interest in the program, connecting the tribes in the Eugene area (a cohort which is opening up next year) to provide information, providing information at the ICWA Quarterly and the DHS Diversity Council, and addressing identified barriers to participation in the program identified by students and Child Welfare Management.

It was also necessary during this quarter, to gather information and determine the best staffing and management structure for the program going forward. It was determined that one director would provide leadership and oversight for the Child Welfare Training and Child Welfare Education Program, as both are strategies that represent pathways into and professional development of the Child Welfare Workforce. The resources freed up by the new structure will fund the hiring of a second Instructor for the program who will largely focus on the recruitment and supporting of students of color. Personnel actions related to these programmatic changes began during this quarter.

**Objectives for Next Quarter**

- Continue all student support activities
- Create, post and interview for new instructor position
- Continue recruitment efforts
- Provide information to students applying for the next academic year
- Partner with Child Welfare in continuing to support graduated students in obtaining permanent employment in Child Welfare
- Partner with CWEP Committee in the revising of the student agreements
- Interim Director outreach to Distance MSW sites and coordinators

**Culturally Responsive Leaders Traineeship**

Funded by a federal grant from the National Child Welfare Workforce Institute, a cooperative agreement with the federal Children’s Bureau, this program provides support for social work students of color committed to leadership in state, tribal, or contract child welfare agencies.

This academic year, the program had 4 continuing and 4 new MSW students. Students were supported through field placements, academic support and advising, tuition support, and monthly Seminars focused on Culturally Responsive Leadership. 7 students are scheduled for graduation in June, 2011, with agreements to work for tribal, state, or contract child welfare.

**Objectives for Next Quarter**

- Continue student recruitment efforts
- On-going student support activities
- Provide information to students applying for the next academic year
Child Welfare Training
Marty Lowrey, Director

Overview
Due to the Department of Human Services’ hiring freeze, the Child Welfare Partnership training unit continued to adapt this quarter to significantly low numbers of new employees resulting in small classes. The hiring freeze also affected the capacity of experienced employees to attend advanced or specialized training because of increased workload demand.

That said, Fundamentals of Child Welfare Practice, Certifier and Adoption Worker Training, Clinical Supervision, Freeing and Placing Children for Adoption, Foundations Training of Trainers, Engaging Relatives Throughout the Life of a Case (3 offerings), and Involving Non-Custodial Fathers were all delivered during this quarter. 8 Staff NetLink trainings were offered, 3 sessions of 2 mandatory topics and 2 advanced topics. A total of 173 Child Welfare Staff participated in training during this quarter.

A total of 467 foster, adopt, and relative caregivers participated in training this quarter. Training events for caregivers included a combination of 34 classroom trainings, 9 NetLink trainings, and 76 Foster Parent College units. Training was provided by both partnership and contracted trainers and 4 classroom trainings were presented in Spanish.

Child Welfare and Child Welfare Partnership staff made a concerted effort this quarter to resolve discrepancies in the Learning Center regarding completion of Child Welfare Core Training. This effort was undertaken in order to identify and support workers who have not completed this mandatory training in making up missed sessions. In addition, Child Welfare Core Trainers held individual and small group make-up sessions both on site and in the field to help facilitate successful completion of training.

All Child Welfare Partnership training staff participated in OrKids basic training this quarter and trainers will additionally be participating in position specific OrKids training based on areas of expertise. This activity is in preparation of partnering with the Child Welfare technical trainers on when and how to train new employees in OrKids. The possibility of a blended classroom approach is being discussed.

As was reflected in the report on the Child Welfare Education Program, a decision was made this quarter to have one director provide leadership and oversight for the Child Welfare Training and Child Welfare Education Programs. In order to support this increased accountability while not compromising on the quality of management, assessment occurred this quarter to determine what additional support would be needed within the training unit and decision was made to create a Training Manager Assistant to help with the day to day operations of the program.

Next Quarter we will begin the gathering of input and the development of the training agenda and draft project agreements for the 2011-2013 biennium.
Child Welfare Core Training  
Project Agreement A-01-09 Exhibit A  
Lead Trainer: Linda Bello, MSW

Quarter’s Activities
Child Welfare Core Training was held two times this quarter constituting 8 weeks. A third session scheduled to be held in November was cancelled due to a state hiring freeze resulting in lower attendance. Curriculum revisions to the Life of a Case cluster included greater emphasis on in-home safety management and the addition of a parent panel. A session on searching for and engaging relatives has been added to the Fundamentals of Child Welfare cluster. Written curricula for all sessions have been completed, are in process, or are planned. Curricula are reviewed by the lead trainer and evaluated using an established standardized curriculum review tool. There continues to be discussions regarding how to accommodate fluctuating class sizes and the impact that the implementation of ORKids program will have on Core.

During this quarter, both the DHS and CWP Training staff have done extensive work to resolve discrepancies in the Learning Center regarding completion of Child Welfare Core Training. This effort was undertaken in order to identify and support workers who have not completed this mandatory training making up missed sessions.

Objectives for Next Quarter
The challenge of responding to the State’s need for timely training during the hiring freeze will be addressed through brainstorming and implementing creative strategies. Among these strategies will be the strategy of scheduling Core in ways that reflect fewer new-hires but respond to the mandatory nature of this training. Work on completing written curriculums will continue with special emphasis on developing backup curriculums for guest presenters. Core Trainers will develop strategic plans for integrating policy and procedure changes into existing sessions. Modifications to the structure of Core will be discussed with the Core team that reflects greater emphasis on preventing placement, family engagement, and reunification. The Core team will consider the implications that ORKids has on the current structure.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Core participants during this quarter reflected that their conceptual understanding of the topics covered in Fundamentals increased from minimal (2.4) to moderate (3.5). There was total agreement (100%) among respondents that the trainers were knowledgeable, the learning objectives were achieved, and the materials were helpful. Respondents were in 99% agreement that the content was applicable to their work and that the activities were valuable. More than one-half of the sessions in Fundamentals training are taught by external content experts. The participants stated that one of the things they liked best about this training is the expertise of these trainers and the content they presented.
Social Service Assistants Training

Project Agreement A-02-09 Exhibit A

Lead Trainer: Michelle Warden, BA

Quarter’s Activities

The Child Welfare Partnership delivered six days of training for Social Services Assistants. There were six participants in the first half of training and five participants in the second half of training. Because the enrollment numbers were low for both Social Service Assistant training and Child Welfare Core training, a decision was made to combine the classes for the session on substance abuse and part of the session on child development. The Caseworkers and the Social Service Assistants reported that they enjoyed the combined classroom experience.

Karen Moorhead delivered a NetLink for Social Service Assistants on Confidentiality. Sixteen participants attended the NetLink. The NetLink was designed to increase the Social Service Assistants’ understanding of what information caregivers for children in foster care are entitled to receive. In addition, state and federal laws that protect Child Welfare records were discussed. Participants were made aware of resources that are available to assist them when difficult questions arise regarding confidentiality.

At the request of Washington County Child Welfare, Karen Moorhead provided training on Documentation for Social Service Assistants. This was a six-hour training, attended by approximately nine people. What was unique about this training was that Social Service Assistants actually had an opportunity to practice writing skills such as sentence structure, proof reading, punctuation and important content to include in visit reports.

Objectives for Next Quarter

- Jennifer Clark will develop a session on domestic violence which will provide Social Service Assistants with an overview about the dynamics of domestic violence and provide them with insight on how to supervise visits when domestic violence is an issue.
- Schedule and plan the spring session of Social Service Assistant training.
- Personally contact Social Service Assistants who need to make up sessions in order to get a certificate of completion.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Social Service Assistant Core training

All participants agreed that the learning objectives for this training were achieved (100%). Participants stated that they liked the activities and discussions as well as the trainers, especially the parent panel. A few participants stated that they would have liked even more activities and opportunities for interaction.

Confidentiality for Social Service Assistant (NetLink)

Participants’ average rating of the overall training was 4.7, on a scale of 1-5 with 5 as the highest possible rating. There was agreement among participants that the learning objectives for the training were met (94%). The participants most appreciated the interaction in the training, the
trainer, and the applicable content. Some participants expressed a desire for more time spent on specific content areas. Participants stated that they were looking forward to this training and they were glad that they attended.

Social Service Assistant Documentation
The average overall rating for this training was 4.1, on a scale of 1-5 with 5 as the highest possible rating. There was agreement among participants that the learning objectives for this training were achieved (91%). The remaining participants neither agreed nor disagreed that the learning objectives were met. Participants most appreciated the examples provided by the trainer and the applicability the content to their work. There were no themes that emerged regarding what participants thought could be improved in this training.

Supervisory Training
Project Agreement A-03-09 Exhibit A
Instructor: Dan Garris, MA

Quarter’s Activities
Cohort L completed the six module supervisory training in December 2010. This cohort is made up primarily of newer supervisors with more experienced supervisors coming into various sessions for make-ups. The supervisory training continues to be well received as participants consistently remark that the training content is needed information for the work of supervision and management. At the end of Cohort L, I asked participants to highlight several of the things they like best about the training and what could be improved. This Cohort remarks that they learn a great deal from the facilitated small group discussions around a number of leadership and management situations, strategies and dilemmas. They also remark that the consistency of meeting over a six month period is trust building and allows richer discussion as they get to know each other. They note a great deal of satisfaction around “bouncing experiences” off one another both in terms of perspective and district differences. This Cohort appreciates hearing specific, current and relevant training examples in order to better understand and incorporate the training concepts. And last, they consistently enjoy the emphasis on coaching and building self-awareness throughout the training.

Areas in which Cohort L remarked on areas for improvement are as follow:

- Create more of a formal expectation and a review process between program managers and supervisors reviewing lesson content between sessions. This idea goes to the notion of creating a more formal clinical role for program managers.
- Create a more formal expectation that program managers strategically plan in advance of upcoming cohorts or cohort sessions to provide tangible supports for supervisors to attend the training, i.e., coverage, supervision plans, check in on specific problem areas.

Cohort M is delayed to start until July 2011 in order to adapt and adjust to current Oregon Department of Human Services organizational needs.
Objectives for Next Quarter

- Assess and implement ideas that support the clinical connection between program managers and supervisors, providing feedback and coaching ideas that lend themselves to this goal.
- Develop advanced review sessions on supervision and leadership topics for graduating cohort participants.
- Review and evaluate matching progress and effectiveness of the Mentor Program. Focus more on a “managing up” approach for interested protégés.
- Finalize and implement a plan for traveling to regional sites to provide make up sessions for supervisors in order to facilitate completion of the supervisory training.

Additional Information

Additional coaching ideas and strategies have been added to module 5—the session on clinical consultation.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Evaluation Summary of Supervisory Training

Nearly all Supervisory training participants (99%) during this quarter agreed that the learning objectives for the modules were achieved. Participants continue to state that one of the things they like best about this training is the content and its relevance and usefulness to their work.

Evaluation Summary of the Mentoring for Supervisors Project

During this quarter, the human subjects’ application that had been submitted the previous quarter was approved. The first two mentor matches were made in December. The first data point collection will occur next quarter.

Certifier Adoption Worker Training

Project Agreement A-04-09- Exhibit A

Lead Trainers: Rudy Torres, BS and Kris Villanueva, MSW

Quarter’s Activities

The second training of Certifier & Adoption Worker Training for the 2009-2011 biennium took place in October 2010. Due to the hiring freeze, the class was smaller than usual, with only twelve participants. Most of the participants were experienced workers, including two supervisors. Participants included experienced workers who were new to certification, as well as several staff new to the Department of Human Services. A new presentation was incorporated with the Criminal Records presentation.

This training has undergone significant revisions during the biennium to greater reflect the assessment and engagement skills needed by caseworkers working with adoptive and foster families. We are closely reviewing each session to determine if other changes are needed.
Objectives for Next Quarter

The focus of next Quarter’s efforts will be to meet with Central Office staff to review the general feedback from the training, discuss proposed changes which will enhance the learning experience for the participants and the concern over small numbers of participants in the sessions on the Structured Analysis Family Evaluation (SAFE). In addition, ongoing revisions and preparation for the next session will occur as well as networking to find ways to increase participation for the next training scheduled for April/May 2011. The last session of the biennium will be offered in April & May.

Evaluation Summary

Participants in the October session of Certification and Adoption training reflected that their conceptual understanding of the topics covered increased from minimal to moderate. There was a high level of agreement among participants that the trainers were knowledgeable (94%), content covered was applicable to their work (93%), and the stated learning objectives were covered (90%). About 86% of participants agreed that the materials provided were useful and 79% found the activities to be valuable. When asked what they liked best about the training, participants most frequently cited that they liked the content, discussions and materials. Participants were also asked about what could be improved. The most common response was that the pace was too slow and the content too basic. It should be noted that this class, while designed for new workers, contained a large number of experienced staff, not new to certification and adoption work.

Foundations Training of Child Welfare Regional Trainers

Project Agreement A-04-09 Exhibit B

Lead Trainer: Kris Villanueva, MSW

Quarter’s Activities

This quarter’s Foundations work included the planning and delivery of the second Quarterly Training of Trainers which took place November 3rd. The focus of this gathering was on developing transfer of learning tools such as reflections, projections and metaphors for training content to increase learning and dealing with challenging participants. Staff worked in small groups to provide individual consultation on specific units as well as developing metaphors for specific sessions.

Work began on the next quarterly gathering which will occur in March. The focus of this gathering will be on presentation/speaking skills and hooking participants early in training with specific training techniques. This quarter we provided an additional mentoring opportunity, in Grants Pass.

Objectives for Next Quarter

Goals are to finalize curriculum for March quarterly gathering and provide one session of the three-day Foundations Training of Trainers. These two sessions are tied together in the same week providing a reduction in travel expense and time for those who are already attending the three-day training as well as providing an immediate opportunity for focused skills enhancement.

Mentoring to individual Foundations trainers will also be provided during the next quarter.
**Evaluation Summary**  
*Evaluator, Kirstin O’Dell, MSW*

The average overall rating of this training was 4.4, on a scale of 1 to 5 with 5 as the highest possible score. About 84% of the participants agreed that the learning objectives for the day were met. The remaining 16% neither agreed nor disagreed. Participants stated that they most liked the opportunities to interact and learn from each other as well as the content presented and activities. Some participants expressed the desire for even more interaction time to discuss and share ideas for training Foundations.

**Freeing and Placing Children for Adoption**  
*Project Agreement A-05-09 Exhibit A*  
*Lead Trainer: Kellie Herold, BSW*

**Quarter’s Activities**

During this quarter, the spring session of Freeing and Placing took place on October 18-28, 2010. The training had 37 attendees. Meetings were held with Department of Human Services Adoption and Legal Assistant Specialists (LAS) staff to make necessary modifications to the agenda and moderate revisions were made to the curriculum to support changes in the new temporary adoption policies. Meetings were held with the Assistant Adoption Program Manager and LAS staff for curriculum development and to assure that the content of training continues to reflect best practice in the field. Significant revisions were made to the printed materials for class due to the policy changes.

**Objectives for Next Quarter**

Preparations are underway for the delivery of the next scheduled session March 28-April 7, 2011. The new activity-based curriculum sections will be evaluated for the final versions of nine adoption policies, recruitment, and matching. Work will continue the redesign of the Adoption Committee curriculum components, including filming a live Central Office AC to reflect new practice/policy.

**Additional Information**

The former Legal Assistant Specialist trainer on policies will now be replaced by an on-staff Department of Human Services trainer. We will continue to decrease the reliance on central office staff for delivery of training in this project area.

**Evaluation Summary**  
*Evaluator, Kirstin O’Dell, MSW*

There was agreement among participants that the learning objectives for this training were achieved (90%) and that the content was applicable to their work (97%). The materials provided were thought to be helpful (89%) and the activities enhanced participants’ learning (73%). The trainers and particularly the panels that presented in this training were well received by participants.
Advanced Training

Distance Delivery Project Agreement A-06-09 Exhibit A

Distance Delivery Trainer: Mark Schwier, MA

Quarter’s Activities

The fourth quarter of 2010 continued the trend of a seasonal dip towards the end of the year. NetLinks overall experienced a slight decline for the quarter, with 250 participants, 40 less than the previous quarter. However, it was a significant improvement over the 4th quarter of 2009, which had a total of 163 participants. A total of 10 Staff NetLinks were presented, with 81 participants, an average of 8 per session. This number decreased slightly, compared with the previous quarter’s average of 10.5.

The partnership presented three sessions of Confidentiality and three sessions of the Multi-Ethnic Placement Act. Staff requested a reprise of the popular Culturally Competent Interviewing NetLink, bringing the total of Advanced Staff NetLinks to four for the quarter. A new topic, Verbal Judo was added to the NetLink lineup.

We provided 9 NetLinks for Foster Parents, with a total of 169 participants with an average participation of 17. Highlights of the 9 sessions included:

- Foundations Module 7 on Working with the Child’s Family
- The Behavior Crisis Management Training
- The last two of a 4-part series of Child Development NetLinks

The audio narration portion of the second module of the Guardianship computer-based training was completed. The training is in the process of a final review by Department of Human Services and Partnership staff. Once this review is complete, the module will be uploaded to the DHS Learning Center.

The Adoptions & Safe Families Act computer-based training module is currently being revised and transferred to a different format. This will be completed during the 1st quarter of 2011. At this time, no further computer-based training modules have been planned, although it is likely that several topics will be identified in the next few months.

Objectives for Next Quarter

- Ongoing efforts to increase participation by staff and caregivers.
- Decrease equipment and technical problems for both staff and caregivers. We supply caregivers with USB headsets which are required for NetLink trainings. As expected, the end of 2010 saw an increase in the number of potential participants using Windows 7, which prevented them from attending any NetLinks. The iLinc software upgrade to version 10.2 is on schedule and should be completed by late summer.
- Schedule 90% of all NetLinks for 2011 by the end of the current quarter. Currently, the first half of the Confidentiality NetLinks and all of the MEPA NetLinks are scheduled (8 in all). Dates for Confidentiality NetLinks for the 2nd half of 2011 are pending determination of the Core calendar. Dates, times and topics for all of the Foster Parent NetLinks have been selected (24 in all). Staff Trainings have not yet been scheduled for 2011 as a new process for determining topics was instituted this year.
- Finish the Guardianship & Adoption and Safe Families Act computer-based training modules. We are on track for completion. The 2nd Guardianship module will be deployed by the end of January and the revised ASFA module should be uploaded no later than the beginning of February.

Additional Information

Overall for 2010 the NetLink system provided 2,799 hours of instruction to 933 participants.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

All trainings provided through distance delivery are evaluated using an online survey tool. During this quarter, we began transitioning from using Survey Monkey to Qualtrics as our online survey software tool. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

Required Trainings:
The Confidentiality and the Multi-Ethnic Placement Act (MEPA) trainings are required for all new caseworkers. These trainings are offered regularly via NetLink. This quarter, MEPA participants received an average quiz score of 83%, while Confidentiality participants received an average score of 86%. After each question on the quiz is answered, trainees are given the correct answer. As a result, they are provided with a second learning opportunity related to key training content.

Evaluations of the trainings revealed that 98% of MEPA and Confidentiality respondents agreed that the learning objectives for the trainings were met. In both trainings, participants reflected that they felt ‘neutral’ in regards to the trainings (neither looking forward to them or not), but after the training they were glad that they attended. Participants agreed that the information provided was useful and that the instructor was knowledgeable. They also appreciated that the training was provided via distance delivery.

Advanced Trainings:
Advanced NetLink trainings evaluated this quarter included: Verbal Judo, Confidentiality for SSAs, Culturally Competent Interviewing, and Matching Children Needs to Family Strengths. On average, these trainings received a 4.2 overall rating from participants using a scale of 1-5 with 5 as the highest possible score. There was strong agreement among participants that the learning objectives for these trainings were met (95%). Respondents most liked the content and examples provided and the opportunities to interact during the training.

Foster Adoptive Relative Caregiver Trainings:
There were three NetLink topics evaluated for caregivers this quarter. Two were child development trainings, Toddlers to Pre-Tweens and Tweens to Teens. The third training was Loss and Grief. These trainings received an average rating as 4.6 overall, on a scale of 1-5 with 5 as the highest rating possible. There was complete agreement (100%) among participants that the learning objectives of these trainings were achieved. Participants stated that they thought the trainers were knowledgeable and that the content presented was useful.
Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructors: Dan Garris, MA

Quarter’s Activities
The following are the deliverables for advanced engagement trainings for this biennium:

Engaging and Supporting Relatives throughout the Life of the Case
This training was developed by Kris Villanueva and modified by the current delivery trainers, Karen Moorhead and Michelle Warden. Karen and Michelle have delivered this training 7 times in total (3 this quarter) and have the remaining 5 scheduled for venues around the state.
This training is well received by Department of Human Services Staff. Some district manager and supervisors have made requests for this training to come to their districts. The Partnership has been able to accommodate these requests for the most part.

Involving the Noncustodial Father in Case Planning
Piloted on August 25, 2010 this training was first delivered on September 10, 2010 to 15 DHS child welfare staff. The November 10 training was cancelled due to low enrollment. We delivered the training on December 13 in Medford to 19 DHS child welfare staff. The training was well received and elicited a high level of participation and lively discussion. The remaining 10 venues have been set. De Garret coordinates venue arrangements and implements the bulk of our marketing strategies.

Culturally Competent Interviewing
This training is offered to interested DHS child welfare staff through distance delivery NetLink.

Verbal Judo NetLink Training
A three-hours training on Verbal Judo (a training that addresses engagement principles) via NetLink was delivered on December 8, 2010. This is the first time we have attempted to deliver this type of communication skills training via NetLink. The training was very well received. Some of the participant comments to the question—What did you like about this training?—are as follows:

- The tone of the training was good, helpful. The give and take even on NetLink worked well. A good resource and reminder of a more enlightened way of being present to the work we do.
- I could picture or imagine different situations when the principles would apply. It is both theoretical and practical.
- I liked the information about active listening and effective communication in being specific to my professional arena.
- Some of this, yes, was a reminder but it helped so much. I liked the back and forth exercise discourse, the ability to ask and comment and read others, and, above all, the screens showing peace phrases and restoring calm and also, above all, the introductory “The Theory” page and pic. This was very good.
- The concrete examples and the sample dialogue presented by the instructors.
Objectives for Next Quarter

- Implement additional marketing ideas to bolster and sustain registration and participation.
- Complete our project agreement on these deliverables and assess and collaborate with DHS on the need for additional advanced engagement deliverables.
- *Verbal Judo* will be offered again as a NetLink delivery.

Evaluation Summary
*Evaluator, Kirstin O’Dell, MSW*

*Involving the Non-Custodial Father in Case Planning*

Participants all reported being satisfied with this training overall. They also all agreed (100%) that the learning objectives for the training were achieved. Participants reported that they most liked the content, materials, textures presented in the training. There were two participants who recommended moving the afternoon activity to the morning.

*Engaging Relatives*

There was a high level of agreement among participants (97%) that the learning objectives of this training were achieved. Participants stated that they most liked the trainers and their knowledge of the subject, the review of policy, and interactivity of the training.

*Verbal Judo NetLink*

All participants agreed that the learning objectives were met. Most participants (86%) were satisfied or very satisfied with the training overall.

Foster/Relative/Adoptive Parent Training
*Project Agreement A-07-09*

*Instructors: Sandra McIlhenny, Jennifer Scholes, MA, and Rudy Torres, BS*

*Program Coordinator, Dawn Perrault, MA*

*Lead Worker: Kris Villanueva, MSW*

Quarter’s Activities

During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued to work with the Districts to meet their training needs, develop new training topics, and participate in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns. In addition, team members attended and participated in meetings of the Substitute Caregiver Training Committee established by the Department of Human Services to explore a variety of issues related to caregiver training.

This quarter thirty-four classroom training sessions were presented by staff trainers and contractors across the state, including four *CPR & First Aid* trainings and three on-site *Behavior Crisis Management Training* two-day sessions. Four of those classroom trainings were presented in Spanish. One of the classroom trainings included video conferencing to a second location to expand the number of caregivers served by a single training. Participants in the thirty-four classroom trainings numbered 501 (84, or approximately 19%, of those participants...
were identified as relative caregivers). In the trainings presented in Spanish there were 66 participants, only 1 of whom was a relative. One on-site six-hour NetLink follow-up *Behavior Crisis Management Training* session occurred during this quarter with a total of 5 participants.

Also during the period of October 1, 2010 through December 31, 2010, nine 3-hour net link trainings were provided. The net link trainings included two BCMT sessions and the initial presentation of Foundations Training Module 7. Participants in the nine net link trainings numbered 169 (approximately 6% were identified as relative caregivers).

In continuing efforts to increase participation in NetLink trainings, the lead worker travelled to The Dalles to train and assist in the hosting of a group site. In addition, the Distance Training Specialist travelled to Hermiston and Moro to train staff how to host a group site.

Five scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. The cancelled trainings were planned as follows: one in District 3, two in District 10, one in District 11 and one in District 15.

1,354 Foster Parent College members statewide completed 76 trainings via the internet during this quarter. Six Foster Parent College units were allowed to expire. A brief review of the courses enrolled in during the quarter, revealed that the most popular Foster Parent College courses were *ADHD/ADD/ODD* completed by 6 members, *Substance Exposed Infants* completed by 6 members, and *Child Safety & Supervision; Anger Pie; Lying and Sexualized Behavior*; each completed by 5 members.

Internal discussions regarding the development of the Project Agreement for the 2011-2013 biennium were initiated this quarter. In addition, a meeting was held with Child and Family division management to begin to explore possible changes and/or additions to the agreement.

**Objectives for Next Quarter**

- Continue to offer both one evening and one daytime NetLink per month. We will be continuously reaching out to offices around the state to help them overcome perceived or actual barriers and to assist them to become comfortable and successful with Net Link.
- Continue to work with districts to promote participation in BCMT trainings offered via NetLink.
- Continue to identify new training topics for development.
- Continue to work with district representatives in the ongoing development of training plans for this biennium.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to work with the districts to promote the use of v-con technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in substitute caregiver training committee.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Work on development of the project agreement for the 2011-2013 biennium.
**Evaluation Summary**  
*Evaluator, Kirstin O’Dell, MSW*

The average overall rating for caregiver trainings this quarter was 4.7, on a scale of 1-5 with 5 as the highest rating possible. There was a high level of agreement (99%) among participants that the learning objectives of these trainings were achieved. Participants frequently stated that they valued the trainers’ knowledge and ability to share personal or ‘real life’ experiences that apply to the content.

*Behavior Crisis Management Training* was offered for the first time in Spanish this quarter. The average overall rating for the training was 4.9, on a scale of 1-5 with 5 as the highest possible score. Participants stated that they thought the trainers effectively communicated the content of the training. They also stated that they appreciated the opportunity to learn new skills and share ideas with each other.
## Training Districts

( # ) Denotes number of Foster Parent College courses accessed this quarter

### District 1 - Columbia, Clatsop, and Tillamook Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>Understanding and Responding to Sexual Behavior</td>
<td>Bello</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10/23</td>
<td>Creating Positive Behaviors in Teens</td>
<td>Lasater</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>12/11</td>
<td>Relative Caregivers</td>
<td>Scholes</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### District 2 - Multnomah County

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/06</td>
<td>Ten Tips for Parenting</td>
<td>Scholes</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10/20</td>
<td>Sexual Behaviors of Children</td>
<td>Bello</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/30</td>
<td>Creating Positive Behaviors in Teen</td>
<td>Lasater</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>11/10</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>4</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>

### District 3 - Marion, Polk & Yamhill Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/13</td>
<td>Taking Note of Your Work with DHS</td>
<td>McIlhenny</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10/23</td>
<td>Resolviendo Problemas en una Forma Cooperativa</td>
<td>Ertl</td>
<td>27</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/13</td>
<td>Creating Positive Behaviors in Teens</td>
<td>Lasater</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>11/23</td>
<td>Tome Nota de Su Trabajo con DHS</td>
<td>Torres</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### District 4 - Linn, Benton & Lincoln Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12</td>
<td>Meth Endangered Children</td>
<td>Sly</td>
<td>2</td>
<td>13</td>
<td>22</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10/14</td>
<td>Collaborative Problem Solving</td>
<td>Jordan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11/03</td>
<td>Foster to Adoption Shift</td>
<td>Kirby</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
### District 5 - Lane County

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/06</td>
<td>FASD Advanced</td>
<td>McIlhenny</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10/20</td>
<td>CPR and First Aid</td>
<td>Mikkelsen</td>
<td>4</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>11/08</td>
<td>Relative Caregivers</td>
<td>Scholes</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FPC (6)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### District 6 - Douglas County

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/07</td>
<td>Children Exposed to Domestic Violence</td>
<td>McIlhenny</td>
<td>3</td>
<td>20</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11/06</td>
<td>Adoption Issues Throughout Life</td>
<td>Vanlue</td>
<td>16</td>
<td>10</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12/07</td>
<td>Nurturing the Infant in Care</td>
<td>McIlhenny</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### District 7 - Coos & Curry Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
</table>

### District 8 - Jackson & Josephine Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/08 &amp; 09</td>
<td>BCMT</td>
<td>Scholes &amp; McIlhenny</td>
<td>17</td>
<td>2</td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>Relative Caregivers</td>
<td>Scholes</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11/08</td>
<td>Nurturing the Infant in Care</td>
<td>McIlhenny</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11/08</td>
<td>CPR &amp; First Aid</td>
<td>First Response</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (6)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### District 9 - Hood River, Wasco, Gilliam & Wheeler Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11</td>
<td>BCMT Follow-up</td>
<td>McIlhenny</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### District 10 - Deschutes, Crook & Jefferson Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FPC (2)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 11 - Klamath & Lake Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25</td>
<td>Caregivers &amp; Caseworkers Teaming</td>
<td>McKnight</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Training Totals**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
### District 11 - Klamath & Lake Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26</td>
<td>Caregivers &amp; Caseworkers Teaming</td>
<td>McKnight</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (20)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### District 12 (Morrow & Umatilla Counties)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 13 Wallowa, Union & Baker Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District 14 Grant, Harney & Malheur Counties

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/04</td>
<td>The Continuum of Attachment</td>
<td>Herbert</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/04</td>
<td>Apoyando las Visitas</td>
<td>Torres</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (1)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### District 15 - Clackamas County

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12</td>
<td>Parenting the Child with Autism</td>
<td>Vanlue</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/29 &amp; 30</td>
<td>BCMT</td>
<td>Scholes &amp; Barrios</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/02</td>
<td>Facilitating Developmental Attach.</td>
<td>Kirby</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (3)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### District 16 - Washington County

<table>
<thead>
<tr>
<th>Date</th>
<th>Training</th>
<th>Trainer</th>
<th>Rel</th>
<th>Foster</th>
<th>Adopt</th>
<th>Staff</th>
<th>CP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02</td>
<td>Control de Comportamiento y Crisis</td>
<td>Torres &amp; Villanueva</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10/14</td>
<td>CPR &amp; First Aid</td>
<td>Miller</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>Caring for Sexual Minority Youth</td>
<td>Scheu</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPC (7)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

FPC ( # ) Denotes number of Foster Parent College courses accessed this quarter
## Caregiver Training

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>42</td>
<td>13</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>52</td>
<td>17.5</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>51.5</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>60</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>57</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>46</td>
<td>9.5</td>
<td>31</td>
<td>18</td>
<td>3</td>
<td>6</td>
<td>33.5</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>50</td>
<td>23</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td></td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>17</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>29</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>2</td>
<td>34</td>
<td>18</td>
<td>14</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>31</td>
<td>20</td>
<td>19</td>
<td>12</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td>39</td>
<td>14</td>
</tr>
</tbody>
</table>

## Training Program Totals

### Department of Human Services Staff Training

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Welfare Core Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td>9</td>
<td>58</td>
<td></td>
<td></td>
<td>9</td>
<td>58</td>
<td>1</td>
</tr>
<tr>
<td>Life of a Case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>9</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>ASFA (CBT)</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>1</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Certifier and Adoption Worker Training</td>
<td>14</td>
<td>60</td>
<td></td>
<td>14</td>
<td>60</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training Totals
<table>
<thead>
<tr>
<th>Cohort L</th>
<th>45</th>
<th>40</th>
<th>45</th>
<th>40</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freeing &amp; Placing Children in Adoption</td>
<td>37</td>
<td>40</td>
<td>37</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Foundations TOT</td>
<td>14</td>
<td>6</td>
<td>14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Engaging Relatives</td>
<td>42</td>
<td>12</td>
<td>42</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Involving Fathers</td>
<td>12</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Matching Strengths</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Culturally Competent Interviewing</td>
<td>14</td>
<td>3</td>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Staff in Caregiver NetLinks</td>
<td>18</td>
<td>3</td>
<td>18</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>222</strong></td>
<td><strong>88</strong></td>
<td><strong>28</strong></td>
<td><strong>261</strong></td>
</tr>
</tbody>
</table>

**Partnership Training Totals**

<table>
<thead>
<tr>
<th>Totals</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Total Trained in Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver Trainings</td>
<td>13</td>
<td>26</td>
<td>467</td>
<td>152</td>
<td>151</td>
<td>132</td>
<td>21</td>
<td>65</td>
<td>349</td>
<td>161</td>
</tr>
<tr>
<td>Staff Trainings</td>
<td>173</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Forward</td>
<td>1384</td>
<td>132</td>
<td>2790</td>
<td>2342</td>
<td>1160</td>
<td>582</td>
<td>276</td>
<td>422</td>
<td>3346</td>
<td>898</td>
</tr>
<tr>
<td>Total this Biennium</td>
<td>1570</td>
<td>158</td>
<td>3257</td>
<td>2716</td>
<td>1399</td>
<td>742</td>
<td>297</td>
<td>487</td>
<td>3945</td>
<td>1080</td>
</tr>
</tbody>
</table>
Wraparound Cross-Systems Training Academy

Statewide Children’s Wraparound Initiative

Workforce Development and Training

Director of Cross-Systems Training Academy, Bill Baney

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to three demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The three demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties).

Second Quarter Activities

- Training Modules
- Consultation
- Infrastructure and Systemic Support

Training Modules

PSU designed and delivered a number of training sessions throughout the state. During the second quarter, BRS providers were a primary focus for all three demonstration sites and will continue to be included in workforce development and training efforts. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of sessions, locations and date(s) offered.

Wraparound 101

(Also delivered as Nuts and Bolts of Wraparound)
This session is an orientation for individuals in the implementation of wraparound at the community level. Specifically, the session is intended for people new to the wraparound approach, and the underlying philosophy of the model.

Participants will be able to:

- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of key roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

PSU delivered this session to 81 people in the following areas:

(10/7) Rogue Valley
(11/17) Washington County
(12/16) Washington County (Youth Contact)

Facilitation Training Module II

This training is a 2-day skill building session for individuals with a significant role in facilitating wraparound or collaborative child and family team meetings. The session takes participants through a series of discussions and interactive exercises on the engagement process, facilitation
skills and meeting process, as well as looking at how to most effectively incorporate culturally respectful practices and development, implementation and maintenance of plans of care. Module II builds upon the concepts and themes of Module I.

Participants will be able to:
- Orient family and team participants to the wraparound/child and family team process
- Identify family goals, needs, strengths and culture & participant interests, strengths and perspectives
- Demonstrate awareness and develop strategies around the use of natural supports
- Clarify roles between facilitator/family partner & introduce roles to other team members
- Clarify & understand system mandates, including agency level, court mandates/orders, and confidentiality
- Involve team participants in the meeting process and plan development
- Gain appropriate team participation in the design, implementation & maintenance of plan of care – building on the notion of shared-responsibility, shared accountability
- Involve family and youth or other team members in facilitation discussions
- Address safety issues/concerns, utilizing strengths and natural supports as resources to help promote positive outcomes
- Transition team from situations where they “get stuck”, or encounter challenging situations (i.e. building consensus, conflict management/problem solving, power imbalances, group dynamics)

PSU delivered sessions to 28 people in the following areas:
(12/9-12/10) Rogue Valley (Module II delivered on both days)

**Roles and Responsibilities**  
*(Delivered with Wrap 101)*
This session builds on wraparound and system of care principles as they apply to activities and tasks specific to the child welfare system. Sessions are inclusive of guidance and feedback from system stakeholders including child welfare, mental health, education, family partners and other core team members.

PSU delivered this session to 53 people in the following areas:
(11/15) Mid Valley – Salem
(11/29) Washington County & Mid Valley (St. Mary’s School for Boys)

**Family Partner Orientation**
This session is an orientation specifically designed to assist those hired in the role of a family partner to begin work on wraparound teams. The training is organized around knowledge of historical family support roles in children’s system of care. The session takes participants through a variety of activities family partners are engaged in throughout each wraparound planning phase.

Participants will be able to:
- Demonstrate knowledge and awareness of the unique role of family partner
- Develop knowledge, skill and ability to bring families into engagement and full participation of the wraparound planning process
• Gain understanding of how family partners interact with the wraparound team to maintain focus on wraparound principles (e.g. family voice and choice)
• Develop understanding of cultural and linguistic needs of families, and how to adapt strategies to ensure culturally responsive planning

PSU delivered this session to 15 people in the following areas:
(10/14) Rogue Valley

**Individualized Plan of Care**
This session leads attendees through the components of an individualized plan of care, identifies how the plan supports the wraparound process, and utilizes practical examples of how to operationalize key concepts and themes. To ensure the material is tailored to reflect the specific community, the trainer utilizes, whenever possible, the existing plan of care template in place in the community as a guide for the session.

Participants will:
• Define a Care Coordination Plan/Individualized Plan of Care
• Identify components of a plan
• Understand the use of a plan in the wraparound process
• Learn strategies to utilize assessed strengths and needs in the plan of care
• Practice formulating a plan of care

PSU delivered this session to 25 people in the following areas:
(11/18) Rogue Valley
(12/1) Washington County

**Identifying Strengths and Needs / Strengths Based Assessment**
Wraparound and systems of care utilize strengths and needs based planning process. However, effectively identifying how strengths and needs are applied in child and family team meetings is challenging. Session places an emphasis on listening and hearing the family’s story to indentify and explore strengths and needs. Through this process, participants learn how to drill down to the most relevant and useful resources in the service planning process.

Participants will:
• Define a family vision
• Identify descriptive, contextual and functional strengths
• Understand the difference between needs and services
• Develop accurate strengths and needs statements
• Learn strategies to assess strengths and needs
• Apply learned strategies to a “real life” scenario
• Practice a Strengths & Needs Assessment

PSU delivered this session to 14 people in the following areas:
(10/20) Washington County
best practice strategies. The first monthly meeting of wraparound supervisors met in December on the PSU campus. Attendees can participate in person or by telephone to the two hour group facilitated by PSU staff.

PSU delivered this session to 10 people in the following area:
(12/6) Portland (PSU)

**Consultation**
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided structured consultation in the following areas:
(10/8) Rogue Valley
(10/14) Rogue Valley
(10/15) Rogue Valley (supervisory session)
(11/10) Washington County
(11/18) Rogue Valley (follow up to Individualized Plan of Care)

**Infrastructure Systemic Support**
PSU provided assistance to the three sites around infrastructure and logistical support. For instance, PSU provided targeted guidance to Rogue Valley in support of a Training Advisory Committee comprised of system partners, families and stakeholders. PSU staff served as co-lead for initial meetings and transitioned out of the role as local leadership took on the role. Additionally, PSU has offered to take on a more active role in registration, outreach and marketing for all three demonstration sites. One element of the process is the creation of a database for each of the demonstration sites. The information will eventually be passed on to local leadership for sustainability.

PSU collaborated with OFSN to facilitate focus groups comprised of foster parents to elicit feedback around areas for growth and development specific to wraparound. The feedback helped inform training session(s) specific to foster parents and BRS providers.

**Cultural Competency**
In partnership with Mid Valley representatives, PSU developed a web-based survey specifically focused on cultural and linguistic competency. The survey will inform cultural and linguistic competency sessions for Mid Valley in the third quarter.

**Objectives for Next Quarter**
1. Deliver Youth Engagement Trainings for the three sites
2. Ongoing sessions specifically for BRS providers
3. Expand training plan to include system partners
4. Develop linkage with education system (PBIS, CPS)
5. Develop self-directed electronic Wrap 101 Session
6. Develop/Deliver Cultural linguistic Competency Sessions unique to each demo site
7. Support development of cadre of Family Partners to serve as co-leads in sessions
8. Review/revise/update workforce development plans for demonstration sites
Adoptive and Foster Family Therapy Certificate Program
Project Agreement A-05-09
Instructor: Kellie Herold, BA

Program Description
The Therapy with Adoptive and Foster Families program is a post-graduate certificate program (100 CEU hours) that provides a series of advanced, evidence-based workshops/courses for mental health therapists. These courses focus on the specialized theories and practices for working with children who have histories of abuse, trauma, and neglect; for strengthening their family systems; and for enhancing parents’ and children’s resiliencies. Mental health professionals are able to use these new skills to work with other nontraditional families, such as blended, kinship, and guardianship. The objectives for this program include:

• Increase accessible and affordable mental health support for adopted/foster children and their families with professionals competent in using evidence-based strategies for the emotional, behavioral, and mental health issues of children with histories of child abuse, trauma, and neglect;
• Reduce the risk of adoptive, foster, kinship, and guardianship family dissolution.

Mental health professionals who earn the postgraduate training certificate are part of a core group of clinicians available to serve adoptive and foster families throughout Oregon. A directory of mental health professionals who have completed this training certificate is available from Oregon’s Department of Human Services, the Oregon Post Adoption Resource Center. This valuable training is also offered to Oregon DHS child welfare professionals and scholarships are available.

Quarter’s Activities
During this quarter, work focused on implementation for the 2010-2011 Certificate Program including extensive marketing to therapists via the Mental Health Organization, licensing boards, and conferences. 111 scholarships were awarded DHS Child Welfare professionals for classes within the upcoming academic year. There are currently 14 mental health therapists enrolled in the program and 4 pending applications. The Directory of Therapists currently includes 68 therapists and adoption professionals.

The following classes were delivered during this quarter:

• October 1-31 online class Clinical Practice with Adoptive and Foster Families
  24 participants (5 DHS Child Welfare employee scholarships; and 19 therapists)
• November 19 Fetal Alcohol Spectrum Disorders
  27 Participants (11 DHS Child Welfare employee scholarships; and 16 therapists)
  45% of the participants viewed the class via video stream
• November 20 The Effects of Trauma, Abuse and Neglect on Child Neurodevelopment
  51 Participants (17 DHS Child Welfare employee scholarships; and 34 therapists)
  35% of the participants viewed the class via video stream

Objectives for Next Quarter
Prepare and deliver the following classes:
January 1-30 online class *Attachment & Bonding*
February 11 *Trauma & Dissociative Disorders*
February 12 *Promoting Positive Sexual Development Following Abuse*
March 1-31 *Clinical Practice with Diverse Adoptive and Foster Families*

**Evaluation Summary**

Evaluation findings are not yet available from the Continuing Education Department for this quarter.
Research

Title IV-E Waiver Evaluation
Project Agreement C-01-07 Exhibit A
Sr. Research Associate: Anna Rockhill,

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize Nurturing Parent Program (NPP) and Parent Mentoring Program (PM) intervention plans and outline of the research design for inclusion in the Terms and Conditions document</td>
<td>Completed</td>
</tr>
<tr>
<td>Begin development of detailed evaluation plan for NPP and PM interventions including identifying potential instruments, designing informed consent process, drafting research protocols, etc.</td>
<td>On-going</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design. PSU staff performed a variety of functions including facilitating meetings, taking notes, preparing background information related to possible program models and research designs.</td>
<td>No activity, will resume next quarter</td>
</tr>
<tr>
<td>Consult with ACYF/Children’s Bureau and JBA regarding the Waiver Extension</td>
<td>On-going</td>
</tr>
<tr>
<td>Provide assistance to DHS related to designing the Parent Mentor and Enhanced Visitation interventions including but not limited to literature searches, interviews with providers, and preparation of various materials for use in meetings with DHS staff and other partners.</td>
<td>On-going</td>
</tr>
<tr>
<td>Conduct a variety of activities related to the research including literature reviews consulting with James Bell Associates (JBA) and Children’s Bureau staff, and preliminary work on instrument development, research procedures and protocols</td>
<td>On-going</td>
</tr>
<tr>
<td>Complete Youth Friendship Pairs Interviews study to further our understanding of permanency as it relates to this population. Report will be completed during the next quarter.</td>
<td>On-going</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

Progress Notes
Work during this quarter consisted primarily of significant effort on the research design for the PM and NPP interventions. Considerable staff time was expended examining the strengths and challenges associated with random assignment and quasi-experimental designs including modeling potential treatment and control group estimates and conducting a power analysis and as well as thinking through the random assignment process. PSU consulted with both DHS and
our federal partners (Children’s Bureau and JBA) as part of this process during several conference calls, and prepared several documents outlining pros and cons associated with implementing a randomized design. Additional project work included information gathering about the NPP model through literature review and interviews with NPP and Parent Mentoring experts and identification of measures used in past NPP and Parent Mentor evaluations. The research team also began a detailed outlined of a proposed process for random assignment which will be finalized during the next reporting period.

Products:
- Memo outlining PM research design issues for the Children’s Bureau
- Group size estimates and power analysis associated with the PM evaluation
- Table outlining the “Options for Participation” for Oregon Tribes
- Survey of instruments that might be used in the NPP evaluation
- Review of research done on Peer Recovery Support and Parent Mentor Programs
- Survey of instruments that might be used in the Parent Mentor evaluation

<table>
<thead>
<tr>
<th>Objectives for Next Quarter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of evaluation plans for both PM and NPP interventions</td>
</tr>
<tr>
<td>Assist in development of RFPs for both PM and NPP interventions</td>
</tr>
<tr>
<td>Assist in development of training and implementation plans for both PM and NPP interventions</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions, implementation and research design</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
</tr>
</tbody>
</table>
January-March 2011
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Anna Rockhill, Sr. Research Associate

http://cwpsalem.pdx.edu

Executive Director Overview ___________________________________________________________ 1

Child Welfare Education Program _____________________________________________________ 2
  Culturally Responsive Leaders Program ____________________________________________ 4

Child Welfare Training ______________________________________________________________ 6
  Child Welfare Core Training _________________________________________________________ 7
  Social Service Assistants Training _________________________________________________ 8
  Supervisory Training ______________________________________________________________ 9
  Certifier and Adoption Worker Training ____________________________________________ 10
  Foundations Training of Child Welfare Regional Trainers ____________________________ 10
  Freeing and Placing Children for Adoption __________________________________________ 11
  Advanced Training-Distance Delivery _______________________________________________ 12
  Advanced Training-Classroom Engagement Skills Training ____________________________ 14
  Evaluation Activities Update ______________________________________________________ 15
  Foster/Adoptive/Relative Parent Training ___________________________________________ 15

Training Totals ____________________________________________________________________ 18

Wraparound Cross-Systems Training Academy ___________________________________________ 20

Adoptive and Foster Family Therapy Certificate Program ________________________________ 24

Research Title IV-E Waiver Evaluation _______________________________________________ 25

Subsidized Guardianship _____________________________________________________________ 26
Executive Director Overview
Katharine Cahn, Executive Director

As the following pages will show, the Child Welfare Partnership delivered effective results for workforce development, training, and research across the child welfare system during 7th quarter of this biennium. It was a productive quarter.

Looking at the numbers, we:
- Provided professional (degree-related) education for 45 social work students with career commitments to child welfare.
- Delivered training to a total of 1,675 Child Welfare Staff, 3,920 Certified Caregivers, and 181 Community Partners
- Delivered training to over 150 people in three Wraparound Communities, and coaching and implementation support to many more.

Looking at the agency’s key values and initiatives we were part of the solution for:
- Addressing disproportionality: 40% of the students supported by CWEP and 100% in the Culturally Responsive Leadership Program were from communities of color. A second CWEP instructor was hired with professional and personal expertise in Indian Child Welfare. The CWP program delivered training for caregivers in Spanish as well as in English and addressed cultural issues in training for certifiers.
- Renewing the focus on family preservation and reunification. The CWP training program worked on training refocus/redesign in core and advanced offerings, and offered training on engaging relatives and engaging fathers statewide. The Wraparound program worked with 9 Oregon counties on this promising practice to keep youth close to home. The Title IV-E Waiver program developed research approaches for Parent Mentoring and Relationship Based Visitation, both designed to reunify children safely with their families.
- Upgrading supervisors’ clinical supervision skills. Developed quarterly offerings for supervisors, and continued to teach the Supervision and Leadership class at the School of Social Work.

We also worked towards resolution of key administrative issues.
- Staff turnover within the partnership. The workforce development programs of training and education were combined under the leadership of Marty Lowrey, and a second instructor was hired for the education program. This will allow the agency to have one unified conversation with the partnership on workforce development.
- Hiring freeze. Strategies for resolving partnership student agreements in the face of a hiring freeze were collaboratively developed.
- Supporting Or-Kids rollout. Suspended some training to leave room for Or-Kids training.
- Worked on research design for the Title IV-E Waiver Evaluation.
- Planning for next biennium. We collaborated with folks from across DHS to set plans for the next biennium in terms of workforce development, training, and education.
Child Welfare Education Program

Marty Lowrey, Director of Workforce Development

Instructors: Bonnie Dalton, MSW and Lea Ann Holder, MSW, LCSW

Overview

This quarter encompassed the winter term of the 2010-2011 academic year. Of most significant note was the decision to hire Marty Lowrey as the permanent Director for Workforce Development, Child Welfare Partnership. She is on the Portland Campus every Tuesday, and often other days as well. She is always available to CWEP faculty and staff by phone and email. Her continued presence is helping to re-consolidate the relationship of the Child Welfare Partnership to the rest of the School of Social Work at Portland State University.

Also of note was the decision to hire another Child Welfare Partnership faculty member and campus coordinator. The intent was for this person to share teaching and field placement activities with Bonnie Dalton, who had been supporting all of the BSW and MSW Partnership students in the absence of Richard Hunter. The new employee would also be given the responsibility for the student participants in the Culturally Responsive Leadership Program, which Katharine Cahn was orchestrating, also due to the absence of Richard Hunter. This new faculty’s recruitment focus will be on recruiting and supporting students of color.

We wrote a position description, went through the PSU Human Resources office, and were able to post the position in early March. On March 22nd we interviewed for the position, and made an offer to Lea Ann Holder, the supervisor of one of the only two DHS/CAF ICWA units in Oregon. She accepted, and was able to come in at key times during the rest of March and April before her official start date of May 2nd.

Once again we gratefully acknowledge Katharine Cahn, Bonnie Dalton, Amanda Fixsen, Ryan Bender and Laurie Leasure for providing a strong and supportive base for all of our students. We also want to acknowledge the on-going support of the School of Social Work, including but not exclusive of Dean Kristine Nelson, MSW Program Director Jim Nash, BSW Program Director Charlotte Goodluck, Field Education Director Ellen Masterson and Director of Students Janet Putnam.

Student Summary and Support

Classes began on January 3rd and ended on March 11th. Child Welfare Education Students received tuition support, academic advising, field placement/liaison assistance and BSW field seminars.

In total, the Child Welfare Partnership Program had 45 BSW and MSW students. Of these, approximately 39% of the Portland campus students represented a minority population, and 17% of the Distance MSW Program represented a minority population.
The Child Welfare Partnership supported 4 BSW and 24 MSW campus students, 4 Ashland students, 1 Bend student, 4 Eugene students and 8 Salem students. Of the total of 45 students state-wide, 25 were DHS employees.

During this quarter the Child Welfare Partnership received 44 MSW and 10 BSW applications for the 2011-2012 academic year. This represented 16 DHS employees representing 12 branches. We were unable to begin interviews at this time, as the School of Social Work had not yet announced who they had admitted. They in turn were waiting for PSU to announce who they were admitting to the Graduate Program at PSU. This particular time sequence causes the Partnership to wait until late April or early May to interview candidates for the Program.

**Quarter’s Activities**

This quarter saw the continuation of collaboration between PSU and CAF/Administration on resolving the employment status of the Child Welfare Partnership graduates who were affected by the DHS hiring freeze. More full-time positions opened up for those students, many of whom were successfully hired. Much work and time were spent on re-thinking and re-writing the BSW and MSW Student-Agency Agreements, so that the contractual conditions can be easily understood.

We began holding regularly scheduled monthly Child Welfare Partnership meetings to better coordinate our activities, and to make sure we were all on the same page about policy, practices and procedures. We agreed that knowing “who does what” was still a work in process, given that the previous quarter was very much about just keeping the students supported and the program stable.

Child Welfare Partnership representatives participated in the annual PSU/SSW Field Fair on January 27th. This Fair invites Field Instructors from all of the field placement sites to meet with students and talk about their placement opportunities. The Partnership was represented by three people from DHS District 2: Lea Ann Holder, Larry Dalton and Maria Prado-Ochoa (who was also a Partnership BSW student) and by two non-DHS employee Partnership MSW students, Bayley Putman and Kaig Lightner. We talked with over 60 interested students on that day and handed out Child Welfare Partnership recruitment materials to around 75.

During this quarter, the Partnership assisted the MSW Field Team in interviews with continuing generalist students about their field placements for the following year. This activity occurred partially as a result of Bonnie Dalton’s coaching the Field Team about her practice of always meeting with Partnership students one-on-one to collaborate on their field placements. The Field Team had been looking for ways to prevent having to “re-place” several students in field sites during each school year. This problem is virtually non-existent with Partnership students, largely it is believed, because of the special time spent with the individual Partnership students both before and during the academic year to ensure a good placement fit.

Bonnie Dalton was one of a handful of PSU Faculty who were chosen to be invited to a happy hour at PSU President Wim Wiesel’s home, as a way for him to get to know individual faculty members.
It served as a wonderful opportunity to educate the President about the Center for Improvement of Services to Children and Families and about the Child Welfare Partnership.

Two courses were taught by Partnership faculty this quarter: BSW400: Field Seminar, and SW566: Child Welfare Practice. Both classes were comprised of more than 50% Child Welfare Partnership students. Five of the eight Culturally Responsive Leadership students were also in the SW566 course. One student in the SW566 course decided to apply for the Culturally Responsive Leadership program as a result of talking with those students.

A concerted effort was made this quarter in outreach to recruit Child Welfare caseworkers and supervisors to become new Field Instructors, especially in Districts 2, 15 and 16. This was partially in anticipation of knowing that there will be a need for more child welfare field placements than usual the next school year.

The Partnership participated in a visit to the School of Social Work faculty by CSWE representatives in anticipation of the BSW Program’s accreditation.

Objectives for Next Quarter

- Continue all student support activities
- Hire and train new Child Welfare Education Program Instructor/Administrator
- Continue recruitment efforts for BSW and MSW students
- Continue working on the BSW and MSW Student/Agency Agreements
- Continue recruitment efforts for Field Instructors
- Continue partnering with DHS/CAF in supporting graduated Partnership students in finding employment within Child Welfare
- Continue Director’s outreach to Distance MSW sites
- Identify who will be interviewed for the Partnership Program for 2011/2012

Culturally Responsive Leaders Program

Instructor: Lea Ann Holder, MSW, LCSW

Quarter’s Activities:

The Culturally Responsive Leaders Program (CRL) experienced a quarter complete with significant transitions. In January, Marty Lowrey, the interim Director of Child Welfare Workforce Development, became the standing Director. A decision was made to recruit and hire a Child Welfare Education Program Instructor/Advisor to serve as an instructor and coordinator for the Culturally Responsive Leaders Program. This position focuses on communities of color, tribes and the urban Indian communities. Review of the applications began on February 24, 2011. Interviews will be held in March, 2011.

Recruitment for the 2011-2012 Culturally Responsive Leaders Program will culminate in a post interview selection process that will take place in May. There are currently seven students in the Culturally Responsive Leadership Program. Applications were received and processed from January to March, 2011. A total of nine applications were received for the 2011/2012 educational
year. Clarifications and the revisions of student agreements took place in order to maximize the student’s experience and focal point of developing cultural leadership and management skills. The Child Welfare Partnership offices and most specifically, the assigned Graduate Research Assistants, Amanda Fixen and Ryan Bender provided ongoing student support to existing students in the program. The student’s leadership portfolios continued to provide direction and documentation of developed leadership skill sets.

**Student Summary**

There are eight students in the 2010/2011 leadership program, representing 1 student who is Fijian/Indian, 4 students who are Native American/Alaskan Natives, 2 students who are African American and 1 student who is Hispanic. Four of the students are employed with the Department of Human Services Child Welfare.

The Child Welfare Partnership offices and most specifically, the assigned Graduate Research Assistants, Amanda Fixen and Ryan Bender provided ongoing student support to existing students in the program. The student’s leadership portfolios continued to provide direction and documentation of developed leadership skill sets.

**Objectives for Next Quarter**

There will be an end of the year gathering planned for the students to reflect and share with the group and their instructors the culmination of their learning experiences. Seven students will be graduating this spring, with one graduating in spring of 2012.
Child Welfare Training
Marty Lowrey, Director of Workforce Development

This report reflects the 7th quarter of the biennium. There are two significant and interrelated programmatic activities that occur within the training unit during this quarter. The first is to thoroughly review the project agreements for the current biennium and assure that we are on target to meet the organizational objectives and to fulfill on all deliverables. The second is to hear from Child Welfare regarding directions the organization will be going and begin to identify the related training priorities and deliverables for the 2011-2013 biennium. These discussions occur concurrently with the on-going delivery of training for Child Welfare Staff and Foster, Adopt, and Relative Care Providers.

The Training Program is on target to fulfill on its accountabilities for the current biennium. Training will be delivered at the level obligated with the exception of agreed upon cancellations due to the reduction of new workers coming into the agency and a request to not hold optional training during the OrKids implementation. It should be noted that although one session of Child Welfare Core Training was cancelled, several other stand-alone trainings were provided in substitution including but not limited to facilitating Permanency Roundtables, training Social Service Assistance on documentation of visitation and secondary trauma, training caseworkers on worker with batterers and providing continuing education training to supervisors at Quarterlies.

At the end of this quarter, the training program had delivered training to a total of 1,675 Child Welfare Staff, 3,920 Certified Caregivers, and 181 Community Partners. Training was provided by both distance and classroom and included a range of mandatory and specialized training. Several new trainings were developed and delivered including Working with Batterers, Engaging Non-custodial Fathers in Case Planning, Adoption Committee Training of Trainers, Advanced Neglect Training and Engaging Relatives throughout the Life of a Case. The training will likely exceed overall training deliverables for the biennium with a current number of trainings delivered at over 1100.

Several processes occurred during this quarter to identify directions and priorities for next biennium including: a structured information gathering process used with the Training Advisory Committee to identify what is working and what else they would like to see addressed in the training plan; a focused discussion with the expanded Governing Board regarding organizational goals and objectives for next biennium; a review of the feedback from evaluation findings regarding what could strengthen the training program; an internal information gathering process used in a trainers meeting to gather their thoughts; and informal conversations with field and central office Child Welfare Management.

In the next quarter, the feedback obtained will be used to design a responsive and proactive training plan for 2011-2013. This will be vetted and reviewed with Child Welfare to assure that it meets the upcoming Child Welfare Training needs.
Child Welfare Core Training

Project Agreement A-01-09 Exhibit A

Lead Trainer: Linda Bello, MSW

Quarter’s Activities

Two clusters of Child Welfare Core Training were held this quarter providing a total of 4 weeks of Core training. Curriculum revisions to the Fundamentals cluster included incorporation of a session on engaging relatives and greater emphasis on trauma informed practice and in-home safety management. Written curriculums for all session are in process of being written or have been completed. Curriculums are reviewed by the lead trainer and evaluated using a standardized curriculum review tool. Backup trainers for each session have been identified and a schedule assuring their availability when needed has been developed. In addition, the backup trainers have knowledge and experience with the curriculum they are responsible to backup either through curriculum review, observing the training multiple times or in some cases either training or co training the session. There continues to be discussions regarding fluctuating class sizes and the impact that the implementation of OR-Kids will have on Core. This quarter included significant work on developing an alternative design for Core that would include greater emphasis on prevention of removal and reunification. In addition, a proposal was developed that would allow incorporation of a day and one-half on engaging fathers and relatives into the current Core curriculum. Concurrent with this discussion have been preliminary planning on developing a new training called Pathways to Permanency which increase the availability of permanency topics to all new hires. This training was previously only available on a limited basis in the Freeing and Placing Children for Adoption training.

Objectives for Next Quarter

- Continue to manage the challenge of responding to the training needs of Child Welfare workers who need to complete Core training in a timely fashion while there is also a state hiring freeze via collaborative brainstorming with DHS and implementing creative strategies to ensure staff meet the statutory obligation for training.
- Adjust the scheduling of Core to reflect fluctuations in new hires while continuing to be responsive to the mandatory nature of this training.
- Work will continue on developing curriculum changes to reflect greater emphasis on preventing placement, family engagement, relative placement and reunification.
- Work on completing written curriculums will continue with special emphasis on developing backup curriculums for guest presenters.
- Core trainers will develop strategic plans for integrating policy and procedure changes into existing sessions.
- Ongoing modifications to the structure of Core will be discussed with the Core team and specific work groups will be developed for Permanency Pathways and the overall shifts that this training will bring to the current Core schedule.
- Attend Basic and specialized OR-Kids trainings.
Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Both of the 2 week clusters of CORE training were offered during this quarter. Participants in the Life of a Case cluster were all in agreement that the learning objectives were met and the materials and activities were helpful. Participants most often commented that the information presented was useful and applicable to their work.

Fundamentals participants were in agreement that the learning objectives for that training were met and that the content was applicable to their jobs. Participants also agreed that the training materials and activities were helpful. Participants often commented that they most liked the presenters and the information and insights they provided.

Social Service Assistants Training
Project Agreement A-02-09 Exhibit A
Lead Trainer: Michelle Warden, BA

Quarter’s Activities

Jennifer Clark developed a session on Domestic Violence which will provide Social Service Assistants with an overview of the dynamics of domestic violence and provide insight on how to supervise visits when domestic violence is an issue. This session will be delivered during the next Social Service Assistants Training.

Michelle Warden and Dan Garris delivered a NetLink on Quality, Customized Visitation Plans, which was attended by nine child welfare staff comprised of Social Service Specialists and Social Service Assistants.

Michelle Warden participated in monthly meetings with the Multnomah County Juvenile Court Visitation Subcommittee. The subcommittee is a multi-agency effort designed to improve the amount and quality of contact between children in care and their biological parents.

Karen Moorhead developed a one-hour training on observing and documenting parent child contact during visitation at the request of Multnomah County Child Welfare. She will deliver the training in April at the Multnomah County Social Service Assistants Quarterly.

Objectives for Next Quarter

• Prepare for and deliver a six day training beginning May 17, 2011. Continue to recruit participants for training.
• Deliver a one-hour training on Documenting Parent Child Contact at the Multnomah County Social Service Assistant Quarterly.
• Attend Basic and specialized OR-Kids trainings.
Supervisory Training
Project Agreement A-03-09 Exhibit A
Lead Trainer: Dan Garris, MA

Quarter’s Activities
No cohort met this quarter for Supervisory Training due to DHS organizational challenges. July 2011 will mark the beginning of the next cohort, Cohort M.

DHS child welfare invited the Child Welfare Partnership to create short training sessions for five supervisor quarterlies around the state. The topic developed was designed to expand upon and enhance discussion around clinical supervision that had been addressed in the Supervisory Training cohorts. We delivered the topic, Point of Contact and the Coaching Way of Leadership, to five venues around the state. According to participant verbal feedback and written evaluations created and collected by DHS, the coaching session was very well received.

Similar topics and enhancements will be created for and delivered to upcoming Supervisory Quarterlies.

Objectives for Next Quarter
- Develop additional advanced review session topics on clinical supervision for Supervisor Quarterlies.
- Implement additional hands-on strategies for affecting the Mentor program matching process.
- Provide make up sessions for supervisors in order to facilitate completion of the Supervisory Training.
- Expand the Supervisory Training project to include field consultation and coaching for supervisors.
- Attend Basic and specialized OR-Kids trainings.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Cohort M did not meet this quarter as noted above.

Evaluation of the Mentoring for Supervisors Project
Follow up evaluation surveys have been sent to the mentor matches.
Certifier and Adoption Worker Training

Project Agreement A-04-09 - Exhibit A

Lead Trainer: Rudy Torres, BS

Quarter’s Activities

The trainers of Certification and Adoption Worker Training met with DHS Central Office to review the general feedback from the previous training and determine further curriculum and flow adjustments needed. A decision was made to remove the International Adoption training, due to the very specific information that applies to a small number of workers in the State. In its place, a new training, Ethical Dilemmas, was added. This training will be conducted by Jennifer Clark and Rudy Torres. In addition two new trainers have been added to the two-week training: Sarah Cobos from Central Office, and Melissa Smith-Hohnstein, from the Kinship House in Portland. The training materials and curriculum are also in process of review, update and overall preparation for the next Certification/Adoption training scheduled for April 18-22 & May 2-6.

Objectives for Next Quarter

- Conduct the Certification/Adoption Training on April 18-22 & May 2-6.
- Collaborate with one or more of the local (Salem-Portland) Child Welfare offices to complete a Structure Analysis Family Evaluation Home Study.
- Continue to find ways to improve/update the trainings and training materials.
- Attend Basic and specialized OR-Kids trainings.

Foundations Training of Child Welfare Regional Trainers

Project Agreement A-04-09 - Exhibit B

Lead Trainer: Kris Villanueva, MSW

Quarter’s Activities

This quarter’s Foundations work included the planning and delivery of the Foundations 3-day Training of Trainers on March 29-31 as well the third Quarterly one day gathering of the Foundations trainers. Tying the one day quarterly gathering to the 3 day March Foundations training proved successful in that a large portion of staff stayed over and received advanced training immediately to boost their confidence with the newly learned Foundations curriculum. The lead trainer continued to provide mentoring for the Foundations trainers.

The focus of the recent quarterly gathering was on presentation skills; speaking for effectiveness as well as developing “Hooks” which engage your audience immediately and throughout training. This quarterly gathering project is challenging in that each quarter a new focus has to be developed to avoid duplication. So far this has been successful but at some point may become a problem. The number of participants has continued to increase over time with people showing up instead of registering which causes some challenge in having materials prepared. On the other hand, this practice is positive in that staff are just putting it on their calendar and assuming it to be part of their routine; bringing coworkers as well! One outcome of the recent gathering was for each participant to have hooks for each of the first four sessions of Foundations.
This quarter’s mentoring opportunity took place in Bend and the next request has come from Astoria for June. So far the project has provided individual feedback to 6 trainers.

**Objectives for Next Quarter**

- Finalize curriculum for June quarterly gathering.
- Additional mentoring to individual staff.
- Foundations training will also be provided during the next quarter.
- Attend Basic and specialized OR-Kids trainings.

**Evaluation Summary**

_Evaluator, Kirstin O’Dell, MSW_

As a result of completing this training, participants reported that their knowledge and skills increased from a self-assessed 2.6 or ‘good’ to 4.0 or ‘very good’ (on a scale of 1-5). They also agreed that the content of the training was relevant and well organized. Most participants liked the variety of training strategies used, the materials provided, and the opportunities for interaction with peers and trainers. The identification of cultural issues as well as opportunities to dialogue about them and practice skills was evaluated. About 75% of participants responded that the training was ‘excellent’ or ‘very good’ in these areas. About 22% thought it was ‘good’. Participants’ self-assessed cultural sensitivity before and after the training increased slightly (3.9 before to 4.1 after, on a scale of 1-5).

**Freeing and Placing Children for Adoption**

_Project Agreement A-05-09 Exhibit A_

_Lead Trainer: Kellie Herold, BSW_

**Quarter’s Activities**

During this quarter, revisions were made to the curriculum to support changes in the final versions of the nine new adoption policies. Meetings were held with the Assistant Adoption Program Manager and Legal Assistant Specialists (LAS) staff for curriculum development and to assure that the content of training continues to reflect best practice in the field. Significant revisions were made to the printed materials for class due to the policy changes. Technical support was provided for activity design and PowerPoint development. During this quarter, onsite support and facilitation was provided for the spring session of Freeing and Placing on March 28-April 7, 2011.

**Objectives for Next Quarter**

- Meet with the Assistant Adoption Manager and LAS staff to review participant evaluations, discuss the effectiveness of training and develop the plan for Fall 2011.
- Continue to modify the new activity based curriculum sections for the final versions of nine adoption policies.
- Continue the redesign of the Adoption Committee/Adoption Selection Process curriculum components to reflect new practice/policy.
- Attend Basic OR-Kids training.
Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants agreed (96%) that the learning objectives for this training were achieved. They also agreed that the content was applicable (94%), materials were helpful (96%), and the activities enhanced their learning (91%). The knowledge and content expertise the trainers brought to the training was often cited as what participants liked best about this training. They also frequently commented that the information they learned would be helpful to them in their work. One participant stated, “[the training was] awesome all the way around; everything taught pertains to very important aspects of my job.”

Advanced Training-Distance Delivery
Project Agreement A-06-09 Exhibit A
Distance Delivery Trainer: Mark Schwier, MA

Quarter’s Activities

The first quarter of 2011 was atypical for Distance Delivery. With the rollout of the Or-Kids project, the DHS Child Welfare Unit requested that Advanced Staff NetLinks be postponed until March. In addition, with the hiring slowdown, the number of sessions for Confidentiality and MEPA were pared to one session every other month. The slowdown also affected the overall number of participants in the CORE NetLinks.

The partnership presented 2 sessions of Confidentiality and 2 sessions of the Multi-Ethnic Placement Act. There was only one Advanced Staff NetLink, bringing the total of Staff NetLinks to 5. This is the smallest number of Staff NetLinks provided in a quarter since 2009. A total of 27 staff members participated in the sessions, for an average of 5 per session, likely affected by the need for staff to attend OR-Kids trainings and the high level of caseloads.

These numbers will undoubtedly increase in the next quarter, as we have returned to offering Advanced Staff NetLinks, and have scheduled the CORE NetLinks for every month, in anticipation of increased demand from new hires.

Despite the decline in Staff attendance, our Caregivers remained at a consistent level throughout the quarter. We provided 8 NetLinks for Foster Parents, with a total of 138 participants with an average participation of 17. This average has remained consistent over the past 2 quarters.

Highlights of the 8 sessions included:
- *Criando de Acuerdo al Temperamento de los Niños* with 37 Spanish speaking caregivers. This was our 2nd successful Spanish NetLink.
- *Behavior Crisis Management Training* in Astoria
- The debut of the Caregivers and Case Workers Teaming NetLink

For the quarter, the total number of participants was 165, for a total of 495 training hours.
The Adoptions & Safe Families Act (ASFA) computer-based training (CBT) module has been revised and transferred to a different format. As of the first quarter of 2011, 15 participants have completed the training module.

Currently the Partnership is exploring different opportunities for the next CBT project. Under consideration is a CBT for Social Service Assistants, but no decision has been made at this time.

**Objectives for Next Quarter**
- Schedule all NetLinks for 2011 by the end of the current quarter.
- Begin a new computer-based training module.
- Complete a 3rd successful Spanish NetLink in June.
- Attend Basic OR-Kids training.

**Ongoing Objectives**
- Increase participation by staff and caregivers.
- Decrease equipment and technical problems for both staff and caregivers.
  (USB headsets continue to be provided to caregivers. As expected, the number of potential participants using Windows 7 has continued to increase, which prevented them from attending any NetLinks. The iLine software upgrade to version 10.2 is on schedule and should be completed by late summer. In addition there continues to be a problem with DHS staff that most often does not have headsets with working microphones. This problem has been referred to the DHS training department.)

**Additional Information**
With the transition of the old ASFA CBT to the newer version, technical support calls and requests for manual changes of completion status have decreased significantly.

**Evaluation Summary**
*Evaluator, Kirstin O’Dell, MSW*

All trainings provided through distance delivery are evaluated using the online survey tool, *Qualtrics*. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

**Required Trainings:** Participants in the Confidentiality and MEPA NetLinks agreed that the learning objectives for both trainings were achieved. Participants liked being able to complete the training from their office and the resources and support they received in training. They also liked the interactive nature of the trainings. MEPA participants commented they thought the training could be shortened.

**Advanced trainings:** Quality, Customized Visitation Planning was the advanced NetLink training offered this quarter. Participants liked the interactive nature of the training and felt that the materials provided were valuable. Overall, all participants were satisfied with this training.
Foster Adoptive Relative Caregiver trainings: The average overall rating for caregiver NetLinks this quarter was 4.4, on a scale of 1-5, with 5 as the highest possible rating. Participants agreed that the learning objectives for these trainings were achieved. Participants most liked the high level of interaction provided in the trainings and the content.

Advanced Training-Classroom Engagement Skills Training

Project Agreement A-06-09 Exhibit B

Instructors: Dan Garris, MA

Quarter’s Activities

Engaging and Supporting Relatives throughout the Life of the Case

Karen Moorhead and Michelle Warden deliver the Relatives training. Primarily each trainer delivers the Relative training solo, dividing venues around the state. To date, 11 trainings have been completed with one remaining to meet the project agreement total for the biennium. This training continues to be highly valued by participants. Please see below this quarter’s evaluation of the Relatives training.

Involving the Noncustodial Father in Case Planning

Dan Garris and Karen Moorhead co-train the Fathers training. Dan and Karen use complementary but different areas of expertise to offer high quality co-training for DHS child welfare staff. To date, 4 trainings have been delivered; 4 have had to be cancelled due to low attendance numbers of 3 and below and one weather event cancellation; 2 are yet to be scheduled (with diligent efforts being made to do so) and 1 is scheduled in June.

Within the context of trainings completed, this offering has been very well received. One DHS office has implemented some of our recommendations around father friendly office environments.

Culturally Competent Interviewing

This training is offered to interested DHS child welfare staff through distance delivery NetLink.

Objectives for Next Quarter

- Marketing trainings in the current organizational climate has been challenging. Continue the outstanding outreach and advertising that De Garret has done--our assigned support to specialized training.
- Assess the need, through the project agreement process, for additional training, or the continuation of the current specialized engagement training deliverables.
- Verbal Judo will be offered again as a NetLink deliverable in June 2011

Additional Information

By invitation Verbal Judo was delivered at the 2011 Citizens Review Board Annual Conference (CRB). The CRB coordinator of this event reports that the session was highly valued by participants and a big conference success.
Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Involving the Non-Custodial Father in Case Planning
Participants all agreed that the learning objectives for the training were met. The overall rating for the training was 4.3, on a scale of 1-5 with 5 as the highest score. Participants most liked the group discussions, activities and videos.

Engaging Relatives
There was strong agreement among participants (99%) that the learning objectives for this training were achieved. Participants most liked the time spent on reviewing the new policies and the opportunity to discuss them. There was an expressed desire to lengthen the training or have an additional training on the topic. Of particular interest to participants was to learn specific strategies for implementing the new policy in their work.

Evaluation Activities Update
Evaluator, Kirstin O’Dell, MSW

Evaluation activities continued for all trainings conducted by or contracted through the Training Unit. During this quarter we completed analysis of data collected from a survey of child welfare workers around the issue of time and case management. More than 400 responses were collected. The survey was initially developed for the purpose of gathering field level strategies to include in a time and case management training. While the development of that training is currently on hold, the information yielded from the survey has been useful to training staff in identifying areas of need that our current trainings could address.

Foster/Adoptive/Relative Parent Training
Project Agreement A-07-09
Instructors: Sandra McIlhenny, Jennifer Scholes, MA, and Rudy Torres, BS
Program Coordinator, Dawn Perrault, MA
Lead Worker: Kris Villanueva, MSW

Quarter’s Activities
During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

Between January 1 and March 31, 2011, forty-one classroom training sessions were presented by staff trainers and contractors across the state, including six CPR & First Aid trainings and three on-site Behavior Crisis Management Training two-day sessions. Two of those classroom trainings were presented in Spanish. Two of the classroom trainings included video conferencing to a second location to expand the number of caregivers served by a single training. One
classroom training in district 10 was presented in conjunction with an all-staff meeting in order to encourage participation by both caregivers and staff.

Participants in the forty-one classroom trainings numbered 681 (96, or approximately 14%, of those participants were identified as relative caregivers). In the two trainings presented in Spanish there were 40 participants, 15 of whom were relatives. Two on-site six-hour NetLink follow-up Behavior Crisis Management Training (BCMT) sessions occurred during this quarter with a total of 17 participants.

Also during this quarter, eight 3-hour NetLink trainings were provided for caregivers, one of which was presented in Spanish. The NetLink trainings included two BCMT sessions. Participants in the eight NetLink trainings numbered 137 (approximately 7% were identified as relative caregivers); 37 of those participants attended the NetLink presented in Spanish. One caregiver participated in a staff NetLink training.

Only one scheduled classroom training session was cancelled during this quarter with less than one week’s notice due to low enrollment. That cancellation occurred in District 4.

During this quarter, three new training topics were developed and presented. Those topics included: Switching Gears: Steering Children to Acceptable Behaviors, Ages 0-10; Switching Gears: Steering Children to Acceptable Behaviors, ages 11-19, and Caring for the Sexually Abused Child.

1,404 Foster Parent College members statewide completed 99 trainings via the internet during this quarter. Two Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were Anger Pie completed by 13 members, Sleep Problems completed by 11 members, and ADHD/ADD/OD completed by 8 members. Two courses, Reactive Attachment Disorder and Substance-Exposed Infants were each completed by 7 members.

Internal discussions regarding the development of the Project Agreement for the 2011-2013 biennium continued during this quarter, and an initial proposal was submitted to the Governing Board. Though the project agreement has not yet been approved, all 16 Districts have been contacted regarding scheduling training sessions during at least the first quarter of the 2011-2013 biennium.

Objectives for Next Quarter

- Continue to offer both one evening and one daytime NetLink per month. We will be reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them to become comfortable and successful with NetLink.
- Continue to identify new training topics for development, as well as explore alternative curriculum design and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.
- Continue to work with the districts to promote the use of V-Con technology to make trainings available to wider audiences.
• Continue to fulfill training requests made by the districts.
• Participate in Substitute Caregiver Training Committee.
• Continue to observe and provide feedback to contracted and staff trainers.
• Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
• Develop materials to be used during training planning meetings addressing the development of district training plans for the 2011-2013 biennium.
• Begin to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.
• Finalize the Project Agreement for the 2011-2013 biennium.
• Attend Basic and specialized OR-Kids trainings.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

There was a high level of agreement (99%) among participants that the learning objectives for the FARPT trainings offered this quarter were achieved. The average overall rating for trainings this quarter was 4.3, on a scale of 1-5 with 5 as the highest possible rating. Caregivers continue to state that they appreciate the opportunities to interact in training as well as the knowledge and experience of the trainers.

With this quarterly, first in the year 2011, we bid a fond farewell to the FARPT Detail pages. This information will be available upon request or online in the future.
# Training Totals

## Partnership Training Totals

<table>
<thead>
<tr>
<th></th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver Trainings</td>
<td>12</td>
<td>23</td>
<td>663</td>
<td>178.5</td>
<td>125</td>
<td>29</td>
<td>52</td>
<td>72</td>
<td>279.5</td>
<td>43</td>
</tr>
<tr>
<td>Staff Trainings</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Forward</td>
<td>1570</td>
<td>158</td>
<td>3257</td>
<td>2716</td>
<td>1399</td>
<td>742</td>
<td>297</td>
<td>487</td>
<td>3945</td>
<td>1080</td>
</tr>
<tr>
<td>Total this Biennium</td>
<td>1675</td>
<td>181</td>
<td>3920</td>
<td>3090.5</td>
<td>1570</td>
<td>788</td>
<td>349</td>
<td>559</td>
<td>4437.5</td>
<td>1141</td>
</tr>
</tbody>
</table>

## Caregiver Training

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>141</td>
<td>29.5</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td></td>
<td>14</td>
<td>46.5</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>103</td>
<td>24</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>103</td>
<td>24</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>21</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td>2</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>3</td>
<td>87</td>
<td>20</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>8.5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>12.5</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>17</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>34</td>
<td>15</td>
<td>18</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>28</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>19</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>1</td>
<td>29</td>
<td>9</td>
<td></td>
<td></td>
<td>8</td>
<td>7</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>
### Department of Human Services Staff Training

<table>
<thead>
<tr>
<th>Training</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Welfare Core Training</td>
<td>18</td>
<td>60</td>
<td></td>
<td></td>
<td>18</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td>6</td>
<td>60</td>
<td></td>
<td></td>
<td>6</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Life of a Case</td>
<td></td>
<td></td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td></td>
<td></td>
<td>21</td>
<td>1</td>
<td>21</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ASFA (CBT)</td>
<td>15</td>
<td>18</td>
<td></td>
<td></td>
<td>15</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Certifier and Adoption Worker Training</td>
<td>26</td>
<td>40</td>
<td></td>
<td></td>
<td>26</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>18</td>
<td>6</td>
<td></td>
<td></td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Child Welfare Core Training</td>
<td>10</td>
<td>12</td>
<td></td>
<td></td>
<td>10</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td></td>
<td></td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>93</td>
<td>196</td>
<td>44</td>
<td>17</td>
<td>137</td>
<td>213</td>
<td>18</td>
</tr>
</tbody>
</table>

**Training Totals**

<table>
<thead>
<tr>
<th></th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>139</td>
<td>922</td>
<td>99</td>
<td>76</td>
<td>238</td>
<td>998</td>
<td>18</td>
</tr>
</tbody>
</table>
Wraparound Cross-Systems Training Academy
Statewide Children’s Wraparound Initiative
Workforce Development and Training
Director of Cross-Systems Training Academy, Bill Baney

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to three demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration three sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties).

Quarter Activities:
- Training Modules
- Consultation
- Infrastructure and Systemic Support (planning for next biennium)

Training Modules
PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of training sessions, locations and dates offered:

Crisis and Safety Planning
Children and families served in the community often come into the child serving systems when their family is experiencing crisis. These crises often result in safety risks that require careful planning and intervention to minimize risk and mitigate threats of harm. Careful planning by the child and family team, utilizing the strengths and needs of children and families is essential to the success of identified child safety outcomes. This session helps guide attendees through the process.

PSU delivered this session to 24 people in the following areas:

1/5/11 Crisis & Safety Planning
Washington County
Attendees: 14

1/19/11 Crisis & Safety Planning
Tillamook, OR (Yamhill Co.)
Attendees: 10

Roles and Responsibilities
This session builds on wraparound and system of care principles as they apply to activities and tasks specific to the child welfare system. Sessions are inclusive of guidance and feedback from system stakeholders including child welfare, mental health, education, family partners and other core team members.
PSU delivered this session to 82 people in the following areas:

1/18/11  Wraparound Roles & Responsibilities  
Dallas, OR (Polk Co.)  
Attendees: 14

1/31/11  Wrap 101/Roles, Responsibilities and Mandates  
BRS Staff @ Maple Star  
Portland, OR  
Attendees: 32

2/3/11  Wraparound Roles & Responsibilities  
Grants Pass, OR (Rogue Valley)  
Attendees: 35

2/22/11  Wrap 101: Roles and Responsibilities  
Polk County  
Attendees: 15

**Phases of Wraparound**

These sessions provide more in-depth glimpse and hands-on activities that support phases of the wraparound planning process. Participants will become more familiar with each phase and how each builds on strength and knowledge of families and youth, as well as members of the team.

PSU delivered this session to 30 people in the following areas:

1/13/11  Phase I: Activities of Wraparound  
Medford (Rogue Valley)  
Attendees: 15

2/3/11  Phase II Wraparound Plan Development  
Grants Pass, OR (Rogue Valley)  
Attendees: 15

**Youth and Family Driven Care**

Session offers provider(s) and families of children/youth served in multiple systems of care a perspective on family and youth involvement as it has evolved in children’s systems of care over the last 20 years. It provides opportunity for participants to discuss and explore ways to enhance youth and family voice at the service delivery, planning, and policy levels.

PSU delivered this session to 65 people in the following areas:

2/2/11  Youth and Family Driven Care  
Washington Co., Hillsboro, OR  
Attendees: 30

2/10/11  Youth and Family Driven Care  
Tillamook, OR  
Attendees: 14

3/17/11  Youth and Family Driven Care  
Rogue Valley  
Attendees: 21
Coaches and Supervisors Group

The roles and responsibilities of a supervisor are unique to the wraparound process. Establishing a learning community comprised of wraparound supervisors from various projects throughout the state provides the opportunity to share lessons learned, explore areas for growth and discuss best practice strategies. The first monthly meeting of wraparound supervisors met in December on the PSU campus. Attendees can participate in person or by telephone to the two hour group facilitated by PSU staff.

PSU delivered this session to 13 people in the following area:
1/10/11    Coaches & Supervisors Group
           Portland, OR
           Attendees: 7
3/14/11    Coaches & Supervisors Group
           Portland, OR
           Attendees: 6

Consultation

PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided consultation in the following areas:

1/7/11    Consultation w/ Washington County System of Care Meeting - Training
           Washington County
           Attendees: 15
1/14/11   Consultation w/ Rogue Valley Wraparound Advisory Committee
           Grants Pass (Rogue Valley)
           Attendees: 25
1/14/11   Consultation w/ Rogue Valley Training Advisory Committee
           Grants Pass (Rogue Valley)
           Attendees: 8
1/19/11   Consultation w/ Washington Co. Core Service Team
           Hillsboro, OR
           Attendees: 11
1/21/11   NWPBIS Network Meeting
           Washington County
           Attendees: 7
1/27/11   Consultation w/ Rogue Valley
           Portland, Or (Video Conference)
           Attendees: 10
3/8/11  Consultation w/ Polk County Wrap Team  
Attendees: 6

3/10/11 Consultation w/ Rogue Valley Video Consultation  
Portland, OR (Video Conference)  
Attendees: 10

3/11/11 Consultation w/ Rogue Valley Advisory Council  
Portland, OR (telephone)  
Attendees: 23

3/11/11 Consultation w/ Rogue Valley Training Advisory Committee  
Portland, OR (telephone)  
Attendees: 9

3/15/11 Consultation w/ Rogue Valley Leadership Council  
Portland, OR (telephone)  
Attendees: 10

3/16/11 Consultation w/ Washington Co. Core Team  
Hillsboro, OR  
Attendees: 15

3/18/11 Consultation w/ Josephine County Reps  
Medford, OR  
Attendees: 7

**Cultural Competency**
In partnership with Mid Valley representatives, PSU developed a web-based survey specifically focused on cultural and linguistic competency. Two versions of the survey were distributed during the third quarter. Findings will guide strategies and activities to foster cultural/linguistic competent practices.

**Related Activities**
PSU developed a self directed Introduction to Wraparound to be used as an overview of the guiding principles and values associated with Wraparound. The narrated video was vetted through the state implementation team and is ready for distribution.

PSU in collaboration with DHS and the NW PBIS Network presented at the recent NW PBIS Network Conference in Eugene. The session was attended by approximately 18-20 people and was very well received. A few attendees were from districts in the state that currently serve as a demonstration site for SCWI. One outcome of the collaboration is a link with the Washington County Project and Tigard-Tualatin School District. Participants from TTSD and Washington County Wrap have established a workgroup to pilot strategies to enhance the linkage with education. Findings will help guide efforts in other regions.

**Activities for the Fourth Quarter**
1. Deliver Youth Engagement Trainings for the three sites
2. Ongoing training and workforce development sessions
3. Broaden training plan to include system partners
4. Strengthen linkage with education system (PBIS, CPS)
5. Develop/Deliver Cultural linguistic Competency Sessions unique to each community
6. Support development of cadre of Family Partners to serve as content experts in sessions
7. Review/revise/update workforce development plans for demonstration sites
8. Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites
9. Plan activities for summer quarter

Adoptive and Foster Family Therapy Certificate Program
Project Agreement A-05-09
Instructor: Kellie Herold, BA

Program Description
The Therapy with Adoptive and Foster Families program is a post-graduate certificate program (100 CEU hours) that provides a series of advanced, evidence-based workshops/courses for mental health therapists. These courses focus on the specialized theories and practices for working with children who have histories of abuse, trauma, and neglect; for strengthening their family systems; and for enhancing parents’ and children’s resiliencies. Mental health professionals are able to use these new skills to work with other nontraditional families, such as blended, kinship, and guardianship. The objectives for this program include:

- Increase accessible and affordable mental health support for adopted/foster children and their families with professionals competent in using evidence-based strategies for the emotional, behavioral, and mental health issues of children with histories of child abuse, trauma, and neglect;
- Reduce the risk of adoptive, foster, kinship, and guardianship family dissolution.

Mental health professionals who earn the postgraduate training certificate are part of a core group of clinicians available to serve adoptive and foster families throughout Oregon. A directory of mental health professionals who have completed this training certificate is available from Oregon’s Department of Human Services, the Oregon Post Adoption Resource Center. This valuable training is also offered to Oregon DHS child welfare professionals and scholarships are available.

There were a total of 15 participants in the March class (13 therapists and 2 child welfare workers)

Quarter’s Activities
During this quarter, work focused on the delivery of program courses:
- January online class “Attachment & Bonding in Adoptive and Foster Families” 25 participants (11 therapists; 9 DHS child welfare professionals; 5 graduate students for academic credit)
- February 11 face-to-face class “Trauma and Dissociative Disorders: Working with Adoptive and Foster Families” 28 participants (12 therapists; 13 DHS child welfare professionals; 3 graduate students for academic credit)
Child Welfare Partnership  
January-March 2011

- February 12 face-to-face class “Promoting Positive Sexual Development Following Abuse”
  27 participants (11 therapists; 13 DHS child welfare professionals; 3 graduate students for academic credit)
- March online class “Clinical Practice with Diverse Adoptive & Foster Families”
  Note: final numbers not available yet

There are currently 12 therapists enrolled in the program and 4 pending applications. The Directory of Therapists currently includes 67 therapists and adoption professionals.

Also in this quarter, significant development work was completed by the Executive Committee resulting in a draft Memo of Understanding with Cascadia Training / Northwest Resource Associates. Cascadia will be referring Washington therapists to the PSU Certificate Program courses and we will promote Cascadia’s Structured Educational Consult Groups (adoption consult/supervision) to the current and past PSU Certificate Program participants.

Objectives for Next Quarter
- Prepare and deliver the April online class “Family-Based Therapeutic Strategies: Coaching Adoptive and Foster Parents”.
- Provide a two-day class, on campus, “Putting Adoption Therapy into Practice” on May 20-21.
- Focus on preparation for the 2011-2012 Certificate Program including extensive marketing to therapists via the Mental Health Organization, licensing boards, and conferences.

Research Title IV-E Waiver Evaluation
Project Agreement C-01-07 Exhibit A

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in development of RFPs for both Parent Mentoring and Relationship Based Visitation interventions</td>
<td>On-going</td>
</tr>
<tr>
<td>Continue development of detailed evaluation plan for Visitation and Parent Mentoring interventions including developing project logic models, identifying potential instruments, designing informed consent process, drafting research protocols, etc.</td>
<td>On-going</td>
</tr>
<tr>
<td>Development of client assignment process including identifying consultant to build database</td>
<td>On-going</td>
</tr>
<tr>
<td>Consult with ACYF/Children’s Bureau and James Bell and Associates regarding the research design and evaluation plan</td>
<td>On-going</td>
</tr>
<tr>
<td>Assist in the development of implementation plans for both interventions</td>
<td>On-going</td>
</tr>
<tr>
<td>Complete Youth Friendship Pairs Interviews study to further our understanding of permanency as it relates to this population. Executive Summary is attached.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Research
**Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design.**

<table>
<thead>
<tr>
<th>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design.</th>
<th>On-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide assistance to DHS related to designing both interventions including but not limited to literature searches, interviews with providers, and preparation of various materials for use in meetings with DHS staff and other partners.</td>
<td>On-going</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

**Progress Notes**

Work during this quarter consisted primarily of continued effort on development of the evaluation plans for the interventions as well as work related to the RFPs. Related to this, PSU has gathered information related to training, implementation and evaluation from other Nuturing Parent/Nurturing Skills Program efforts across the country. PSU staff also attended a training held in Portland by the program developer, and met with him to discuss issues related to implementation and evaluation. PSU staff attended a DHS CW Program Managers meeting and have begun outreach and collaboration with District Level staff related to the implementation of the interventions and the evaluation. We have also identified a consultant who will build a database to be used to manage the client assignment process, and are in the process of establishing a contract with him.

**Objectives for Next Quarter**

<table>
<thead>
<tr>
<th>Objectives for Next Quarter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize RFPs for both Parent Mentoring and Relationship Based Visitation interventions</td>
<td></td>
</tr>
<tr>
<td>Finalize evaluation plans for both interventions as required by the Children’s Bureau</td>
<td></td>
</tr>
<tr>
<td>Develop/finalize of evaluation instruments and protocols</td>
<td></td>
</tr>
<tr>
<td>Design and pilot test client random assignment process/database</td>
<td></td>
</tr>
<tr>
<td>Assist in development of provider training for both intervention including content related to the evaluation</td>
<td></td>
</tr>
<tr>
<td>Significant collaboration with District and Branch level staff related to implementation</td>
<td></td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement related to the interventions, implementation and research design</td>
<td></td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
<td></td>
</tr>
</tbody>
</table>

**Subsidized Guardianship**

Pair Interviews: Executive Summary

Research 26
Methodology
Sample
PSU researchers worked with DHS caseworkers and ILP staff to contact youth who participated in a previous focus group on Subsidized Guardianship and permanency. Attempts were made to connect with all previous participants, but due to the constraints in the “Consent to Contact” process and the reality that a number of youth were no longer in DHS custody, only a small number of youth responded to the request for participation.

While recruitment attempts were made in 5 branches, only youth from Clackamas and Tillamook child welfare branches participated in the pair interviews. Youth were contacted through their caseworkers and/or flyers that were distributed at ILP sites. A total of 8 youth participated in the interviews (4 pair-interviews). Three interviews (involving 6 youth) were conducted in Clackamas County and 1 interview (involving 2 youth) was conducted in Tillamook. Youth participating in the interviews ranged in age from 17-19 years.

Data Collection and Analysis
Interview questions were semi-structured and allowed opportunities for youth to direct the conversation as desired. As with the focus group interviews, participants in the pair-interviews were asked about their understanding of the different permanency options (specifically Subsidized Guardianship, adoption, and long-term foster care); decisions regarding permanent placements; and their experiences in foster care. Discussions typically lasted 60-90 minutes. Youth were given a $40 gift card for participating. The interviews were audio taped. The interviews were not transcribed but extensive notes were taken when listening to the audio playback. The interviews were analyzed using standard techniques such as coding for specific themes, paying particular attention to whether youth introduced new themes or significantly expanded on themes from the focus groups. Again, these findings are based on four sets of interviews.

(No) Changes in Placements:
Seven of the youth interviewed informed the researcher that their placement status had not changed in the past 2 ½ years –they were and remained in foster care. It is unclear whether or not these youth remained in the same foster home they were in during their participation in the focus groups. One youth reported transitioning out of DHS foster care but remained in the same foster parents’ home.

Findings:
The focus group interviews were not audio taped and it is not possible to compare the responses these same youth gave in the focus groups to their responses in the pair-interviews. Findings for the pair-interviews, similar to focus groups, are reported in the aggregate. In general, the pair-interviews did not reveal new or different data from the previous focus groups. The findings described below will focus on the differences between the findings in the pair-interviews from those in the focus groups and will note when findings remained the same between the two different data collection periods.
Permanency Planning:
Youth did not report any significant changes to their involvement in permanency planning. Although a much smaller sample size, youth in the pair interviews, similarly to youth in the focus groups, desired more opportunities for communication and participation in their permanency planning. During the interviews youth suggested strategies with which to include them in planning. These strategies included:

- Increasing communication between caseworker and youth
- Including foster parents in permanency discussions
- Increasing opportunities for youth to learn from other youth in care

Subsidized Guardianship:
Youth were no more familiar with subsidized guardianship than in the past. Although they expressed familiarity with the placement type, when probed, they were unable to give many specifics related to Guardianship. Their familiarity with the concept of Guardianship may, in fact, be the result of their previous participation in the focus groups on Subsidized Guardianship. None of the pair-interview participants had personally experienced a Guardianship placement.

Foster Care:
The pair interviews generated much discussion about experiences in foster care. As in the focus groups, participants expressed both favorable and critical opinions about their experiences in the child welfare system and especially in foster care placements. Youth in the pair-interviews were more focused on suggestions for improvement, however, than youth in the focus groups. This may be the result of instrumentation, i.e., the facilitator having experience with the instrument and time to consider and improve facilitation skills around redirecting the conversation. The focus away from primarily criticisms of foster care placements might also be the result of the pair-interview methodology – with fewer voices participating in the interview, there might be less momentum in any one direction.

Suggestions for DHS: The final section includes suggestions from the youth regarding how to improve the system. The following suggestions were included in the focus group report, but bear repeating as they surfaced in the pair-interviews.
Youth asked for more information about permanency options, particularly information about the potential gains/loss of benefits associated with each.
Youth felt strongly that communication was important. Many desired more frequent and easy access to their caseworkers. They also longed for more open communication with their caregivers.

The pair-interviews also generated one additional suggestion that was not highlighted in analyzing the focus group data. Youth stressed the importance of talking to other youth in foster care and learning from them about permanency options and transitioning out of foster care. Whether this new finding is the result of interviewing a group of youth in the pair methodology or whether it is the result of interviewing youth who have had an additional 2 ½ years of
relationship building opportunities, is unclear. Youth did ask DHS staff to facilitate opportunities to meet with other youth in care.

Although the pair-interviews did not surface significantly different data than the focus groups, the process provided an opportunity for youth to voice their experiences. Given youths’ interest in connecting with other youth preparing to transition out of foster care, the pair-interview data collection provided at least one more opportunity to do so.

The researchers at PSU would like to thank all youth in attendance for their open and honest discussion on their experiences with foster care.
April - June 2011
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Anna Rockhill, Sr. Research Associate

http://cwpsalem.pdx.edu

Executive Director Overview ........................................................................................................... 1

Child Welfare Education and Training Director Overview .......................................................... 2
  Child Welfare Education Program ......................................................................................... 3
  Culturally Responsive Leaders Program ............................................................................. 5

Child Welfare Training Program ................................................................................................ 7
  Child Welfare Core Training ................................................................................................. 7
  Social Service Assistants Training ..................................................................................... 8
  Supervisory Training .............................................................................................................. 9
  Certifier and Adoption Worker Training .......................................................................... 9
  Foundations Training of Child Welfare Regional Trainers ................................................. 10
  Freeing and Placing Children for Adoption .................................................................... 11
  Advanced Training-Distance Delivery ............................................................................. 12
  Advanced Training-Classroom Engagement Skills Training .......................................... 13
  Relative Caregiver and Foster Parent Training ................................................................ 15
  Adoption Committee Members Training of Child Welfare Regional Trainers ................. 17
  Training Totals ................................................................................................................... 18
  2009-2011 Biennium Training Evaluation Summaries .................................................... 20

Wraparound Cross-Systems Training Academy ...................................................................... 24

Adoptive and Foster Family Therapy Certificate Program ......................................................... 29

Research Title IV-E Waiver Evaluation .................................................................................... 31
Executive Director Overview
Katharine Cahn, Executive Director

Overview

The following pages will document that the 8th and final quarter of the 09-11 Biennium shows continued delivery of effective results by the various programs of the Child Welfare Partnership. This can be seen in the numbers of child welfare and community partner staff completing education, training, and coaching; the delivery of systems change support and coaching, and the finalization of a powerful research design for the two programs of the Title IV-E Waiver research.

The Child Welfare Partnership Education program saw the graduation of 42 students who will continue to serve child welfare around the state. This Cohort represented significant diversity, and a high level of professional competence.

Over the Biennium, including this quarter, the Child Welfare Partnership training program has delivered 1337 training events, attended by over 6,000 child welfare personnel (staff, caregivers, and foster parents). Participants reported in their evaluations that the training was highly effective and useful to them in their roles. The menu of offerings reflected and responded to the Department’s core values of child safety, family preservation and reunification, and provided skills for the reduction of bias and disproportionality in the Child Welfare system.

The Child Welfare Partnership brought outside funds to the table to enhance the Department’s Initiatives. A grant from the US Children’s Bureau supported specialized development for child welfare leaders from communities of color, and a fee-based certificate program for Mental Health professionals prepared therapists across Oregon (as well as child welfare staff) to work with child welfare foster and adoptive families.

The partnership continued to advance effective and efficient methods of training delivery across the state, investing in distance learning technologies to reduce travel time and time away from the office, supporting place-based MSW training in four locations outside of Portland, and delivering on-site Wraparound Coaching in rural areas.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview
June 30, 2011 marks the end of the 2009-2011 biennium. This was a successful biennium in which both the Child Welfare Partnership Education and Training Program had high levels of productivity with good outcomes, contributed to the development of a strong Child Welfare workforce and underwent significant transformation.

At the completion of this biennium, the Child Welfare Education Program graduated 42 students from the MSW program and 7 students from the BSW program. Of the MSW graduates, 31 graduates were from the Portland campus and 11 graduates were from the Distance MSW program. The MSW distance program continues to be successful at making the Masters in Social Work an achievable degree statewide. It is noteworthy that this biennium, 16 graduates represented communities of color including African American, Hispanic, Native American, and Asian/Pacific Islander graduates. Educating and empowers leaders of color to contribute to the Child Welfare workforce is one of the central goals of the Child Welfare Education Program.

This biennium, the Child Welfare Education program lost its director of many years, Dr. Richard Hunter. His leadership and passion for this program and its mission are missed. This loss prompted the Partnership leadership to consider what would be the most effective organizational and staffing structure to support the program in moving forward in a strong and intentional manner. The Training and Education program were joined together under the leadership of 1 director and a 2nd instructor position was created and filled by Lea Ann Holder, LCSW, a veteran Child Welfare Manager. The program stabilized and has ended strongly in the current biennium.

In the 2009-2011 biennium, the Child Welfare Partnership delivered 1337 training events. Training was delivered both via classroom and distance venues and was attended by 1946 Child Welfare Professionals, 4552 Foster, Adoptive, or Relative Parents, and 197 Community Partners. In addition to the delivery of previously negotiated training, the Child Welfare Partnership Training unit developed and delivered multiple stand-alone or special projects.

Training evaluations were administered throughout the biennium. Evaluation findings continued to be quite good with overall agreement that learning objectives were met, trainers were knowledgeable, and the trainings would strengthen and inform their work with Child Welfare. A complete summary of the biennium evaluation findings is at the end to the training section of this report.

Significant design and development work began this quarter in preparation of the curriculum changes needed next biennium. This includes major changes to Child Welfare Core Training, the development of Pathways to Permanency, and the development of Adoption Technical Training.

Next biennium’s training agenda (resulting in the project agreements) emphasizes values and skills related to child safety, engagement, relative involvement, in-home safety, speedy reunification when placement is necessary, permanency and the maintaining of lifelong and cultural connections for children and the reduction of bias and disproportionality in the Child Welfare system.
Child Welfare Education Program

Instructors: Bonnie Dalton, MSW and Lea Ann Holder, MSW, LCSW

Overview

This quarter encompassed the spring term of the 2010-2011 academic year. The highlight of the quarter was the graduation of 15 Partnership students:

- Four Bachelor of Social Work students, 3 of whom were accepted into Advanced Standing Master of Social Work Programs
- Eleven Master of Social Work students, 5 of whom were also Culturally Responsive Leadership students
- Eight were current employees at Department of Human Resources/Children Adults and Families, one as a supervisor and one as the Oregon State Department of Human Services Child Welfare Equity Coordinator

Our newest employee, Lea Ann Holder, began her tenure here officially on May 2, as a Portland State University School of Social Work faculty member, and a specialized coordinator of recruitment of culturally diverse populations for the Child Welfare Education Program. She also took over leadership of the students who are part of the Culturally Responsive Leadership Program. At this juncture we want to especially acknowledge Katharine Cahn, who had skillfully guided and mentored those students in the absence of Richard Hunter.

Student Summary and Support

Classes began on January 3, 2011 and ended on June 10, 2011. The special graduation ceremony for School of Social Work students earning their Master of Arts degrees was on June 11. Katharine Cahn hooded graduating students in the Social Service Administration and Leadership concentration, and Bonnie Dalton announced each student as s/he walked to the stage. One Native student honored Dr. Cahn by gifting her with a Pendleton Blanket from her tribe.

Stephanie Wahab, the faculty commencement speaker, and one of the student speakers each mentioned the difficulties that had faced the faculty and students at the beginning of the school year, due to the traumatic events surrounding Richard Hunter’s death.

The students who were graduating with their Bachelor of Social Work degrees celebrated by inviting friends and families to a late afternoon pot luck held at the School of Social Work. A few of the students had put together a video of their classmates and of the faculty members who taught in their program. The Partnership was represented at this event, and Bonnie Dalton was featured in several segments of the video, speaking to the students about their wisdom and compassion. Ms. Dalton had taught a course titled BSW Field Seminar for all three terms of the school year. This seminar, which had only 11 students in it, was a weekly opportunity for the students to explore their field experiences, discussing ethical dilemmas, best practice and challenging clients.

The numbers of Child Welfare Partnership students remained the same this quarter. None dropped from the program.
Quarter’s Activities

A large portion of Partnership time this quarter was spent ensuring that the graduating students were completing all of their required coursework. As usual each term, all of the Partnership students who were in Field Placements were visited on site by a Partnership Faculty Advisor/Field Liaison. This involved 25 separate visits, both at Child Welfare branches and non-Child Welfare social service agencies. This term 15 students were placed in Child Welfare offices, 1 in a Self-Sufficiency office, 3 in public school settings, 1 at the Native American Youth and Adults center, and the others scattered among hospitals, a research institute, and agencies serving children and families.

The Child Welfare Partnership interviewed 9 Bachelor of Social Work students and accepted 6 into the program for the next school year. Of those 6 accepted, none work for Child Welfare. All 6 are being placed in Child Welfare branches for their internship experiences next year. They will all be taking the year-long BSW Field Seminar from a Partnership faculty member. Members of the interview committee were from the PSU Partnership faculty and administration, and from the Department of Human Services Child Welfare Education Program’s Advisory Committee.

The Child Welfare Partnership interviewed 22 Master of Social Work candidates and accepted 19 into the program. Of these, 8 are Child Welfare employees and 2 are Self-Sufficiency employees.

We are placing 26 Partnership students at field sites in Child Welfare branches in Districts 2, 15 and 16 for the next academic year. Of these, 14 are Child Welfare employees who will be taking advantage of the Employed Social Work Option. This allows full-time employees to continue earning a full-time salary by working in their regular positions for 24 hours a week, and interning in another area of Child Welfare for 16 hours a week. Students are allowed to have a temporary worker fill in behind them for one year.

The Child Welfare Education Program continued its partnership with the School of Social Work’s Field Team during this quarter. This involved attending weekly meetings, and also helping with the field placements for the next academic year for students who will be in their last year of either the Bachelor of Social Work program or the Master of Social Work program. They also aided the Field Team in finding field placements for 3 year students who would be starting their first/generalist field placements in the next academic year.

On April 19, Ryan Vogt from the Partnership Advisory Committee, and Brett Marconeri and Nora Leyva-Esquivel from Human Resources traveled from the Department of Human Services’ central office in Salem to meet with the Partnership students who would be graduating at the end of the quarter, and who were not already employed by Child Welfare. They reiterated the agreement between the students and the Department of Human Services, and then explained the process for the students to start applying for employment at Child Welfare branches across the state. The students had the opportunity to ask lots of questions, and afterwards voiced that this had been very useful for them.
On April 27, several Partnership representatives from the Portland State University office and the Department of Human Services Partnership Advisory committee met to go over procedural processes related to the Child Welfare Education Program. The purpose was to better coordinate who does what when. Many helpful suggestions and proposed practices arose from this meeting. The hope is that the Advisory Committee members and the Portland State University Child Welfare Partnership employees will have clear understandings of when certain processes happen, and who is responsible for which process.

On May 27, a graduation celebration was held for the Partnership students who would be receiving their Bachelor of Social Work or Master of Social Work degree. It was held at the home of one of the Partnership coordinators. Students were encouraged to invite their partners to attend as well.

Throughout the last two quarters, Partnership colleagues had been discussing issues around how to help their students become more informed about what being in the Partnership means, and about what the agreement with the Department of Human Services really means. As a result, we invited the students to attend an orientation at the School of Social Work on May 31st. Ryan Vogt, Judy Helstrom and Marty Lowrey walked the students through the agreement and fielded questions. Partnership Coordinators were also there to answer questions related to academic coursework and field placement opportunities.

In June, Partnership coordinators began meeting one-on-one with all of the Partnership students who will be in the Program during the next academic year, 2011/2012. During these meetings, academic and field placement issues were discussed. It was also a time for returning students to get to know Lea Ann Holder.

Throughout this entire quarter, the Director made concerted efforts to connect with various leaders and faculty members at the School of Social Work. She began creating a renewed sense of connection between the School and the Partnership. She also spent time with the Directors of the various School programs to learn more about their particular areas and about general School policies and practices.

**Objectives for Next Quarter**

Next quarter’s activities and objectives will focus on meeting with all partnership students, supporting their course work selections and setting up their field placements for fall term 2011.

**Culturally Responsive Leaders Program**

*Instructor: Lea Ann Holder, MSW, LCSW*

**Quarter’s Activities**

The position of Child Welfare Education Program Instructor/Advisor for was offered to Lea Ann Holder on March 22, 2011. Lea Ann accepted this offer in April. Her employment began on May 2, 2011. From June 9th to June 10th, 2011, Lea Ann attended the National Child Welfare Work Force Institute conference in Chicago, along with Katharine Cahn, Principle Investigator for the leadership project. Innovation abstracts focused on curriculum, leadership, field
education, community collaboration, child welfare issues, evaluation and publications. Katharine presented the project overview, emphasizing the direction of leadership development with service to communities of color.

**Student Summary**

Student interviews for the Culturally Responsive Leaders Program were held on May 19, 2011. Nine students applied for the Culturally Responsive Leaders Program and seven students were accepted. There are a total of 8 students for the 2011/2012 educational year, as one student, was in the previous year’s cohort and will be graduating in 2012. Of those students, 2 are African American, 3 are Native American/Alaskan Natives, and 3 are Hispanic. There was an honor ceremony held on June 3rd at the PSU Native American Cultural Center. The Culturally Responsive Leadership Project and Center for the Improvement of Children and Families were able to provide Pendleton blankets for a traditional honoring with regards to our Native American/Alaskan Native students who graduated this spring, 2011, of which there were 3. Four students are employed with the Department of Human Services Child Welfare and one student is an Advanced Standing student (matriculating from the BSW to the MSW Child Welfare Partnership Program).

**Objectives for Next Quarter**

Lea Ann has been meeting with students in order to advise them with course selection and to orchestrate their field placements. Graduate Research assistant (GRA) Ryan Bender is assisting Lea Ann with communication efforts regarding the National child Welfare Workforce Institute and the plans for CRL seminars this upcoming educational year.
Child Welfare Training Program

Child Welfare Core Training
Project Agreement A-01-09 Exhibit A
Lead Trainer: Linda Bello, MSW

Quarter’s Activities

Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. There was a change in the session on domestic violence that included increased co-training with a local domestic violence shelter and enhanced case management skills and understanding within the context of the Oregon Safety Model. All Core trainers have attended OR-kids training in preparation of incorporating the technical changes that will impact case management.

Multiple internal workgroups have been convened to begin planning for the implementation of the new Pathways to Permanency training. This training will have significant impact on Core by requiring extensive revision to the current Core structure. The revisions will also increase the emphasis on values and practices of family reunification, preservation, engagement, and relative placement.

A decision has been made to provide facilitation for each Core session to support the learning environment when sensitive topics are being presented.

Objectives for Next Quarter

Work on developing and revising curriculum consistent with the changes occurring in Core will begin this quarter to be completed by the end of 2011. Sessions will be piloted for feedback and further revision prior to finalization. The session on Educational Resources will be transitioned to distance and the work to modify this curriculum for distance delivery will begin this quarter.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants in the Fundamentals cluster agreed (98%) that the trainers were knowledgeable and the content presented was applicable to their work. About 97% of the respondents agreed that the learning objectives of the training were achieved and 94% believed that the materials were helpful.

In the Life of a Case cluster, there was agreement among participants (98%) that the learning objectives were achieved, that the materials were helpful (97%), and that the activities were valuable (96%). Overall, participants expressed appreciation for the activities provided that helped them apply what they learned. They also stated that the trainers were knowledgeable and content helpful.
Social Service Assistants Training
Project Agreement A-02-09 Exhibit A
Lead Trainer: Michelle Warden, BA

Quarter’s Activities
The Partnership delivered six days of training for Social Services Assistants (SSA). The training took place May 17 - 19 and May 24 - 26. There were 7 participants who were registered for and attended training. In addition three experienced Social Services Assistants from Beaverton attended a few of the sessions.

Jennifer Clark delivered a session on Domestic Violence which provided Social Service Assistants with an overview about the dynamics of domestic violence and provided them with insight on how to supervise visits when domestic violence is an issue. This session was very well received, and in fact participants asked that the session be expanded in length.

Michelle Warden participated in monthly meetings with the Multnomah County Juvenile Court Visitation Subcommittee. The subcommittee is a multi-agency effort designed to improve the amount and quality of contact between children in care and their biological parents. Karen Moorhead delivered a three hour training on observing and documenting parent child contact during visitation at the request of Multnomah County Child Welfare in which 45 SSAs participated. Jennifer Clark delivered two hours of training on Vicarious Trauma and Self Care for 9 SSA’s and their supervisor in Hillsboro on 6/29/2011. Jennifer did received verbal positive feedback from the participants who were very appreciative of the training.

Objectives for Next Quarter
• Prepare for and continue to recruit participants for training in October of 2011.
• Prepare for the first annual Social Service Assistants Conference to be offered in the spring of 2012.
• Develop a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW
Participants in SSA training all agreed that the stated learning objectives were achieved. Participants stated that the content was helpful and applicable to their work. They also reported that the trainers were knowledgeable and engaging, particularly the parent panel. Respondents expressed a desire for more training opportunities and/or more time in this training.
Supervisory Training
Project Agreement A-03-09 Exhibit A
Lead Trainer: Dan Garris, MA

Quarter’s Activities
Cohort M, Module 1 began July 6 and 7, 2011. 14 supervisors enrolled for cohort M.

During the last Supervisory Quarterly a topic extension of the Supervisory Training was delivered, *Point of Contact and the Coaching Way of Leadership*, to five venues around the state. The next Supervisory Quarterly will continue a clinical supervision and coaching theme.

Objectives for Next Quarter
- Develop additional advanced review session topics on clinical supervision for Supervisor Quarterlies.
- Expand the Supervisory Training project to include field consultation and coaching for supervisors.
- Continue to assess the efficacy of Mentor Program for new child welfare supervisors.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

An evaluation summary is not yet available. The evaluations completed from Module 1 speak favorably of this first two day session. Participants emphasize the usefulness of the Power Base Inventory and facilitated peer consultation activities.

Evaluation of the Mentoring for Supervisors Project
There are only two protégés supervisors using a mentor at this time. This match has been useful and successful for these supervisors.

Additional Information
An interest survey is being conducted to assess the efficacy of the Mentor Program.

Certifier and Adoption Worker Training
Project Agreement A-04-09 - Exhibit A
Lead Trainer: Rudy Torres, BS

Quarter’s Activities
This quarter Child Welfare Program conducted the first Certification/Adoption Training for the year, on April 18-22 & May 2-6. There were 14 participants for most of the training, and the training received very good overall feedback. In addition, there were 22 participants for the two day SAFE (Structured Analysis Family Evaluation) home study training, now incorporated into the Certifier and Adoption Worker Training.

For the April/May session, we were able to make some changes to the schedule to better serve the class participants. The most important change was to move the SAFE training to the last 2
days of the first week. This change gave more flexibility and opportunities to our out of town participants, as well as the staff from central office that joined us for the SAFE training.

The partnership will manage the contract with the Consortium for Children for the SAFE training. This contract has been previously managed by DHS Central Office staff. A new training, Ethical Dilemmas, was added and was well received by the class.

In order to better describe the training and its contents, the name of the Certification/Adoption worker training has been changed to “Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability, and Well-being of Children.” Our website currently shows both names for the transition period.

Objectives for Next Quarter

Kris Villanueva is currently working on completing a SAFE home study in collaboration with the Marion County Child Welfare office. Rudy Torres is scheduled to initiate the same process in August. Both Kris and Rudy have attempted this process before, but due to circumstances beyond their control, have not been successful.

In the next quarter, we will continue to find ways to improve/update the trainings and training materials, including using Kindles to store and share some of the information the class participants receive during the training. Work is being done to plan, prepare and conduct the next training scheduled for October 31 to November 4, and 14 to 18.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Certification and Adoption training participants evaluated each session of the training. Overall, respondents reported increased knowledge in the content areas presented. There was strong agreement among participants that the trainers were knowledgeable (95%) and that the content was applicable to their work (92%). About 89% of the respondents agreed that the learning objectives were met and about 79% agreed that the activities were helpful.

Foundations Training of Child Welfare Regional Trainers

Project Agreement A-04-09 - Exhibit B

Lead Trainer: Kris Villanueva, LCSW

Quarter’s Activities

This quarter’s Foundations work included the planning and delivery of the last of the one day Training of Trainers events of the biennium on June 28th. In addition mentoring continues to be provided for the Foundations trainers; most recently observing and giving feedback to two trainers in Astoria. So far the project has provided individual feedback to 8 trainers.

The focus of the recent one day gathering was on Accelerated Learning which incorporated ideas related to increasing learning in training. This gathering had lower numbers of participants (11) with many emails and phone calls from field staff reporting they were not allowed to attend due to travel restrictions. There has been excellent collaboration in these gatherings between the Spanish speaking trainers, people who share ideas about how they do Orientation in large and
small branches and more positive feedback among each other as they continue to use the curriculum as designed.

In addition, this gathering emphasized the connections between the field and the master trainer leading to provision of additional materials in Spanish as well as ongoing increased understanding of the needs and limitations of the field trainers’ face.

Objectives for Next Quarter
The first quarter of 2011/2012 will focus on the development of the next one day Foundations training, continued mentoring to individual Foundations trainers and locating and previewing additional videos for the Spanish portion of Foundations.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants in the Foundations gathering #3 rated the training overall as a 4.8 on a scale of 1-5, with 5 as the highest possible rating. The participants all agreed that the learning objectives for the day were achieved. One participant stated, “I really like these trainings, I’ve seldom had a training I didn’t come away from with new ideas and information.”

Foundations gathering #4 received an overall average rating of 4.7, on a scale of 1-5, with 5 as the highest possible score. There was a strong agreement among participants that the learning objectives were met (97%). Respondents stated that they most liked the information and techniques they learned from the content presented and from other participants.

Freeing and Placing Children for Adoption
Project Agreement A-05-09 Exhibit A
Lead Trainer: Kellie Herold, BSW

Quarter’s Activities
This was the final session of the Freeing and Placing Children for Adoption Training. The following changes which relate to the redesign of permanency/adoption focused curriculum are included in the Project Agreement for the 2011-2013 biennium:

- Redesign to the Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement;
- Development of Pathways to Permanency Implementing the Alternate Plan Training;
- Development of Adoption Technical Training.

Some of the content from Freeing and Placing will be incorporated into the above trainings. However, the Pathways to Permanency Training effectively broadens the content and increases the focus on the social work skills needed to achieve permanency such as engagement, communication, and critical thinking. In contrast to the design of Freeing and Placing Children for Adoption, this training will be delivered primarily by Child Welfare Partnership trainers.

This quarter’s activities included development and design for Pathways to Permanency, Adoption Technical Training and collaboration and coordination with the redesign of Child Welfare Core Training.
Objectives for Next Quarter

- Development and delivery of Pathways to Permanency, a one week classroom training offered quarterly.
- Development and delivery of Adoption Technical Training, a three-day classroom training offered twice a year.
- Utilization of a Curriculum Review Team that includes DHS consultants to incorporate DHS policy, practice, and the evolving needs of child welfare into training.
- Utilization of the Training Advisory Committee for review of the training agenda and content.
- Coordination with Child Welfare Field and DHS Administration regarding announcements of training, registration, notification of acceptance to training, and follow-up with online registration system.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Freeing and Placing Training March 28-April 8, 2011: Participants agreed (96%) that the learning objectives for this training were achieved. They also agreed that the content was applicable (94%), materials were helpful (96%), and the activities enhanced their learning (91%). The knowledge and content expertise that the trainers brought to the training was often cited as what participants liked best about this training. They also frequently commented that the information they learned would be helpful to them in their work. One participant stated, “[the training was] awesome all the way around; everything taught pertains to very important aspects of my job.”

Advanced Training-Distance Delivery
Project Agreement A-06-09 Exhibit A
Distance Delivery Trainer: Mark Schwier, MA

Quarter’s Activities
The second quarter of 2011 showed a slight increase in the numbers for staff and a consistent number of caregivers actively participating in the NetLink trainings.

We provided 8 NetLinks for Foster Parents, with a total of 114 participants with an average participation of 14. Highlights of the 8 sessions included:

- Transiciones Moviendo Ninos Con Sensitividad with 23 Spanish speaking caregivers. This was our third successful Spanish NetLink.
- Managing Difficult Behaviors in Young Children

There were 8 NetLinks offered for child welfare staff as well, with a total of 63 participants. In this quarter, we returned to offering Confidentiality and MEPA every month, and an Advanced NetLink for Staff each month as well. One session of Confidentiality was canceled. For the quarter, the total number of participants was 165.

Development has started on the next Computer-Based Training, which is targeted at Social Services Assistants. The tentative title is “Utilizing Visits to Enhance Parental Protective Capacities”. The current timeline estimates completion in late October or early November.
Objectives for Next Quarter

- Increase participation by staff and caregivers. This is an ongoing objective.
- Decrease equipment and technical problems for both staff and caregivers. This is an ongoing objective. I will continue to send out USB headsets to caregivers.
- Continue development of the SSA computer-based training module.
- Begin the transition to the new NetLink system.
- Begin training Melisa Mulford in NetLink Administrative tasks.

Our new administrative support person, Melisa Mulford, will begin training to assist in the day-to-day operation of the NetLink system, specifically around e-mail functions, handouts and material management and support.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

All trainings provided through distance delivery are evaluated using the online survey tool, Qualtrics. Evaluation findings are organized into three training types: required trainings, advanced trainings, and Foster Adoptive Relative Caregiver trainings.

Required Trainings: MEPA and Confidentiality NetLink training participants agreed that the learning objectives for both trainings were achieved. Participants stated that they most liked that the trainings were available to complete online and that they were interactive. The content presented in these trainings was said to be useful as well.

Advanced trainings: There were three advanced trainings offered to staff this quarter: Advanced Engagement Skills-Verbal Judo; Culturally Competent Interviewing; and Transitioning Children with Sensitivity. On average, these trainings received a 4.1 overall rating from participants using a scale of 1-5 with 5 as the highest possible score. There was agreement among participants that the learning objectives for these trainings were achieved (86%), the remaining participants were neutral as to whether the objectives were achieved.

Foster Adoptive Relative Caregiver trainings: Trainings offered to caregivers this quarter included: Loss and Grief, Managing Difficult Behaviors in Young Children, and Transitioning Children with Sensitivity. The Transitioning Children training was offered once in English and once in Spanish. These trainings received an overall rating of 4.6, on a scale of 1-5 with 5 as the highest possible score. There was agreement among participants that the learning objectives for these trainings were met. Respondents reported that they thought the content of the trainings was very good and the activities and opportunities to interact were helpful.

Advanced Training-Classroom Engagement Skills Training
Project Agreement A-06-09 Exhibit B
Instructors: Dan Garris, MA

Quarter’s Activities
The following are the deliverables for advanced engagement trainings from June 2010 to June 2011:
Engaging and Supporting Relatives throughout the Life of the Case

The Engaging Relatives training was delivered in multiple venues across the state. They have completed the project agreement for the ending 2011 biennium. 11 trainings were delivered and 2 were cancelled due to low enrollment. The process for scheduling and cancellation is strategic. Four separate advertisements were sent out for each training, targeting districts around the upcoming venue. Cancellations were carefully considered and occurred only due to extremely low enrollment numbers from 0 to 3.

Involving the Noncustodial Father in Case Planning

This project ended at the end of the 2009/2011 biennium with a number of cancellations due to low enrollment. Despite the cancellations, the Fathers training has been well received and highly valued as relevant for staff growth and professional development.

All cancellations were based on extremely low enrollment. Low enrollment leading to cancellation ranged from 0 to 4 with no training cancelled below 4 participants. The rest were 3 and below. Advertising efforts for each training were high, consistent and strategic.

Ten venues were scheduled and confirmed. Two venues were attempted for scheduling in May 2011 with multiple efforts to schedule in St. Helens, Medford, North Bend, La Grande and Enterprise. Additionally, we used a staff contact in St. Helens, a supervisor in Medford, a program manager in La Grande and a supervisor in Enterprise to advocate for attendance and/or room reservations in each of these places respectively. As little came of this in terms of committed participants, we did not schedule in May.

Five trainings were held with enrollment of between 5 and 10 participants.

Seven trainings were cancelled: 5 due to low enrollment and 2 in May as noted above.

Culturally Competent Interviewing

This training is offered to interested DHS child welfare staff through distance delivery NetLink.

Verbal Judo NetLink Training

A three hours training on Verbal Judo via NetLink was delivered on June 7, 2011. This is the second offering of this training via NetLink. The training was well received with one participant exception.

Objectives for Next Quarter

- Assess the need, through the project agreement process, for additional training, or the continuation of the current specialized engagement training deliverables.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Involving the Noncustodial Father in Case Planning (4/12 & 6/2)

Participants stated that they were satisfied with this training overall. They all agreed that the learning objectives were achieved. Respondents stated that the information presented was very helpful and applicable. There were no themes around what could be improved in this training.
Participant comments across the 5 trainings held are favorable:

- Great information on framing engaging conversations with fathers. Great information on a father’s importance even if they can’t have the child living with them. Great statistics.
- Enjoyed . . . discussing real cases and getting ideas on how to engage those dads.
- Group activities that provided an opportunity to apply learned knowledge.
- Trainers had good examples.
- Very important topic for all of child welfare. Non-custodial dads are an underrepresented facet in casework.
- Great information to help address biases . . . good stats . . . great information.

Engaging & Supporting Relatives throughout the Life of a Case (4/14)

All participants agreed that the learning objectives were met for this training. Respondents stated that they most liked how interactive and engaging the training was. There were no suggestions for improving this training.

Verbal Judo NetLink

Participants agreed that the learning objectives were met. Most participants were satisfied or very satisfied with the training overall.

Relative Caregiver and Foster Parent Training

Project Agreement A-07-09 Exhibit A

Instructors: Sandra McIlhenny, Jennifer Scholes, MSW, Rudy Torres, BS
Program Coordinator: Dawn Perrault, MA

Quarter’s Activities

During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued working with the Districts to meet their training needs, to develop new training topics, and to participate in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

Foster, Adoptive, Relative Parent Training program team members completed OR-Kids basic training during this quarter, with the exception of one staff trainer who was on medical leave during the time the trainings were offered.

In addition, training planning for the upcoming 2011-2013 biennium was begun. Planning meetings were completed in Districts 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14. Meetings were scheduled in the remaining districts, 1, 3, 15 and 16, and will be completed next quarter.

Between April 1, 2011 and June 30, 2011, forty-six classroom training sessions were presented by staff trainers and contractors across the state, including eight CPR & First Aid trainings and four on-site Behavior Crisis Management Training two-day sessions. Five of those classroom trainings were presented in Spanish, including two Behavior Crisis Management Trainings. Participants in the forty-six classroom trainings numbered 750 (80, or approximately 11%, of
those participants were identified as relative caregivers). In the five trainings presented in Spanish there were 69 participants, 3 of whom were relatives.

Also during the period of April 1, 2011 through June 30, 2011, seven 3-hour net link trainings were provided for caregivers, one of which was presented in Spanish. The net link trainings included one 3-hour BCMT session, though the second 3-hour net link session and the face-to-face follow-up dates were cancelled by District 16. Participants in the seven net link trainings numbered 109 (approximately 5% were identified as relative caregivers); 23 of those participants attended the net link presented in Spanish. Additionally, five caregivers participated in staff net link training, which brings the total number of participants trained via net link to 114.

Two scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 10 and 13.

1,424 Foster Parent College members statewide completed 95 trainings via the internet during this quarter. Seven Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were “Substance Exposed Infants” completed by 9 members and “Anger Pie” completed by 8 members. “Childhood Anxiety Disorders” and “Positive Parenting I” were each completed by 7 members.

Internal discussions continued regarding the Project Agreement for the 2011-2013 biennium continued during this quarter.

**Objectives for Next Quarter**

- As agreed upon contractually, the Foster, Adoptive, Relative Parent Training team will continue to offer both one evening and one daytime Net Link per month. We will be reaching out to offices around the state to help them overcome the barriers they perceive, or which actually exist, to assist them in becoming comfortable and successful with Net Link. In addition, team members have volunteered to do one additional Spanish Net Link quarterly.

- Continue to identify new training topics for development and new methods for delivery of training.

- Continue participation in certifier quarterly meetings and other meetings as deemed appropriate.

- Continue to work with the districts to promote the use of v-con technology to make trainings available to wider audiences.

- Continue to fulfill training requests made by the districts.

- Participate in the substitute caregiver training committee.

- Continue to observe and provide feedback to contracted and staff trainers.

- Continue efforts to aggressively market trainings, most specifically net link and Spanish trainings, in order to increase participation.
• Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.

• Meet with Department of Human Services Management to discuss the proposal to pilot assuming responsibility for marketing of trainings in one District.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

The average overall rating for caregiver trainings this quarter was 4.7, on a scale of 1-5 with 5 as the highest rating possible. There was a high level of agreement (99%) among participants that the learning objectives of these trainings were achieved. Often respondents cited the trainer’s knowledge and the helpfulness of the content presented as the things they liked best about training.

Adoption Committee Members Training of Child Welfare Regional Trainers
Project Lead: Dawn Perrault, MA

During this quarter, final revisions of all components of the Adoption Committee Member training of trainers were completed, based on feedback received from the Department of Human Services as well as the Child Welfare Partnership.

Two Adoption Committee Member trainings of trainers occurred during this quarter. The first session was held on April 27th and April 28th, and the second session on June 8th and 9th. The April TOT was attended by 26 of 27 registered participants. The June TOT was attended by 23 of 29 registered participants. Participants included representatives from the Department of Human Services Adoptions Unit management as well as representatives from the Department of Human Services Foster Care Unit management.

Objectives for Next Quarter
Finalize plans for how this project will move forward in the 2011-2013 biennium. The proposal contained in the Pathways to Permanency Project Agreement recommends the following:

• Annual Training of Trainers provided to staff designated by the Adoptions Unit. Each participant will be provided with a completed curriculum for training Adoption Committee Members, including materials and visual aids as well as have an opportunity to observe, train and receive feedback on delivery of the curriculum during the initial training.

• Provision of an evaluation tool to be completed by training participants in order to obtain feedback regarding the value of the training.

• Per request, quality assurance and mentoring for new trainers in the form of 8 training event visits to include observation, feedback and mentoring.

Assuming approval of the proposal, one quality assurance and mentoring training event will occur during the next quarter.
Training Totals

Partnership Training Totals

<table>
<thead>
<tr>
<th>Training District</th>
<th>Staff Trained</th>
<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Hours Live</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>FPC Trained</th>
<th>FPC Hours</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>86</td>
<td>32.5</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>18</td>
<td>62.5</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>3</td>
<td>142</td>
<td>40</td>
<td>16</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>61</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>10</td>
<td>18</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>29</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>3</td>
<td>133</td>
<td>18.5</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>10</td>
<td>40.5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>42</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>28</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>20</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>79</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>27</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>55</td>
<td>14.5</td>
<td>10</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>34.5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>44</td>
<td>17.5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>26.5</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
## Department of Human Services Staff Training

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Classroom Trained</th>
<th>Classroom Hours</th>
<th>Distance Trained</th>
<th>Distance Hours</th>
<th>Total Trained</th>
<th>Total Hours</th>
<th>Trainings Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Welfare Core Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Child Welfare</td>
<td>39</td>
<td>58</td>
<td></td>
<td></td>
<td>39</td>
<td>58</td>
<td>1</td>
</tr>
<tr>
<td>Life of a Case</td>
<td>61</td>
<td>116</td>
<td></td>
<td></td>
<td>61</td>
<td>116</td>
<td>2</td>
</tr>
<tr>
<td>MEPA NetLink</td>
<td>21</td>
<td>9</td>
<td>21</td>
<td>9</td>
<td>21</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality NetLink</td>
<td>21</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>ASFA (CBT)</td>
<td>27</td>
<td>1</td>
<td>27</td>
<td>1</td>
<td>27</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Certifier and Adoption Worker Training</td>
<td>14</td>
<td>58</td>
<td></td>
<td></td>
<td>14</td>
<td>58</td>
<td>1</td>
</tr>
<tr>
<td>Culturally Competent Interviewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Transitions</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Verbal Judo</td>
<td>10</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Foundations TOT</td>
<td>11</td>
<td>5</td>
<td></td>
<td></td>
<td>11</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>SSA Training</td>
<td>6</td>
<td>36</td>
<td></td>
<td></td>
<td>6</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Adoption Committee TOT</td>
<td>47</td>
<td>36</td>
<td></td>
<td></td>
<td>47</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>Promoting Inclusion</td>
<td>13</td>
<td>6</td>
<td></td>
<td></td>
<td>13</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Neglect</td>
<td>51</td>
<td>6</td>
<td></td>
<td></td>
<td>51</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CW Staff in Caregiver NetLinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
<td>242</td>
<td>321</td>
<td>109</td>
<td>43</td>
<td>351</td>
<td>364</td>
<td>27</td>
</tr>
</tbody>
</table>
2009-2011 Biennium Training Evaluation Summaries
Evaluator, Kirstin O’Dell, MSW

CORE
Class sizes this biennium ranged from 7 to 36 participants with an average of 24 participants per class. The average number of days between date of hire and entrance into CORE training was 32. About 72% of CORE participants had a bachelor’s degree and 23% had a master’s degree. The average age of participants was 33. The majority of participants identified themselves as female (79%) and white/Caucasian (77%).

There were twelve (12) sessions of the Life of a Case cluster completed during the biennium. There was a 99% agreement among participants that the learning objectives for the training were met and that the materials provided were useful. There was a 97% agreement among participants that the activities done in training were valuable.

There were twelve (12) sessions of the Fundamentals of Child Welfare cluster during the biennium. In contrast to the Life of the Case cluster, there are many sessions in Fundamentals trained by outside trainers with specific content expertise (e.g., substance abuse, mental health, medical diagnosis of abuse and neglect). There was a 99% agreement among participants that the trainers in this cluster were knowledgeable. Approximately 97% of respondents agreed that the learning objectives for the training were met and the materials provided were helpful. About 98% believed the content to be applicable to their work and 95% agreed that the activities were useful.

The Oregon Safety Model Knowledge Assessment was fully implemented during the biennium and subsequently expanded to include all sessions offered in the Life of a Case cluster.

SOCIAL SERVICE ASSISTANT
There were five (5) Social Service Assistant trainings completed this biennium. There was a strong agreement among participants (98%) that the learning objectives in these trainings were met. Respondents most liked the applicable content provided, the knowledge of the trainers (particularly the panels), and the discussions and opportunities for interaction with their peers. One participant stated, “[The training had] good applicable information presented in a respectful manner.” Another remarked, “[The training] taught me many skills that I will absolutely use in the future.” The most common request made to improve the training was to lengthen it.

FOSTER ADOPTIVE RELATIVE PARENT TRAINING
Trainings offered to foster, adoptive and relative caregivers were evaluated using a level 1 participant reaction survey. Nearly all respondents (95%) rated the trainings as either a 4 or a 5 on a scale of 1-5, with 5 as the highest possible score. In addition, training participants agreed (98%) that the stated learning objectives for the trainings were achieved. A strength often cited of the trainings offered to caregivers were the knowledge of the trainers, not only in the content area but their personal experience and practical application of the content to the work of caring for children involved in the child welfare system.
CERTIFICATION AND ADOPTION
The Certification and Adoption training was offered three times during the biennium. The training was evaluated by participants by session. Results were then summarized and analyzed across all three trainings. Participants self-rated their knowledge gained after each session. On average, participants rated their knowledge prior to the sessions at a 2.9, or basic familiarity with the content. Post session ratings increased to 3.8, equating to a high level of understanding of the content presented. There was agreement among respondents that the trainers were knowledgeable (97%), the learning objectives were achieved (93%), and the content was applicable to their work (93%).

FOUNDATIONS TOT
Foundations Training of Trainers was offered twice during the biennium. The training was very well received by participants. Nearly all participants (99%) reported the content to be relevant and helpful. All respondents found the materials provided at the training to be of high quality and well organized. The activities and opportunities for interaction were appreciated by the participants and reported to be one of the strengths of this training.

There were four Foundations Professional Development trainings offered during the biennium. These one day workshops provided field staff, who train Foundations, to come together for more advanced training. The overall average rating of these trainings was 4.5, on a scale of 1-5 with 5 as the highest possible score. The opportunity to interact with other Foundations trainers was valued by participants. One participant stated about the training, “I got new ideas and my enthusiasm for training was refreshed.” The content presented was often cited by participants as a strength of these trainings. Content included: accelerated learning techniques; developing hooks for training; strategies to increase learner retention; and how to manage troublesome trainees.

FREEING AND PLACING
Freeing and Placing training was offered four times this biennium. There was overall agreement among participants that the training content was useful (95%), materials were helpful (88%), and the activities enhanced participant learning (87%). The trainers, especially the panel presenters, were highly regarded by respondents for their knowledge in the content they trained.

ENGAGEMENT
A total of 15 Engagement Skills trainings were completed across the state in this biennium. This training was mandatory for all child welfare workers to complete. The average overall rating by participants of this training was 4.2, on a scale of 1-5 with 5 as the highest possible score. Generally respondents agreed that the training was applicable to their work (96%) and that they would use what they learned (99%). Respondents also found that the content was presented well and at a good pace. One participant commented, “[the] presenters were clear and engaging. I enjoyed a deeper look at how I can better engage clients.” Another stated, “this [training] will help me immediately to improve my professional skills in my day to day work.”

During the biennium, two additional engagement trainings were developed and offered to the field to advance practice in this area: “Engaging and Supporting Relatives throughout the Life of
the Case” and “Involving the Non-Custodial Father in Case Planning”. Both trainings were
offered to local child welfare offices as optional advanced engagement training. Engaging
Relatives training was scheduled at twelve locations and completed at eleven. One location had
no registered participants and was subsequently cancelled. There was strong agreement (98%)
among participants that the learning objectives for this training were achieved. The content was
well liked, particularly the opportunity to review policy, as well as the activities and discussions.

The Involving Non-Custodial Fathers in Case Planning training was completed five times across
the state. The average overall participant rating of the training was 4.5, on a scale of 1-5 with 5
as the highest possible score. All respondents agreed that the learning objectives for this training
were achieved. The content, activities and discussion were reported by respondents as the
strengths of the training.

SUPERVISORY
Between July 1, 2009 and June 30, 2011 five cohorts of supervisors completed Supervisory
training. Of these, three completed all six modules within the biennium. The remaining two
began training in the first half of 2009 but completed the majority of the training after start of the
biennium on July 1, 2009. There was nearly complete agreement (99.06%) among respondents
that the learning objectives in all the modules were achieved. Training participants found the
content to be immediately applicable in their work. They also expressed strong appreciation for
opportunities to interact with their peers and found it to be very helpful.

DISTANCE DELIVERY
Synchronous computer based trainings (NetLinks) were regularly provided to child welfare staff
and foster, adoptive, and relative caregivers throughout the biennium.

Foster, Adoptive, Relative Caregiver NetLinks:
At least one NetLink (synchronous) training topic was offered to foster, adoptive, and relative
caregivers twice each month of the biennium. Caregivers generally participated from their
homes. However, a new participation method that developed and gained momentum this
biennium was group site participation. Certifiers arranged for caregivers to meet at the local
child welfare office to participate in the on-line trainings together.

The average overall rating of NetLink trainings for caregivers was 4.4, on a scale of 1-5 with 5 as
the highest possible score. There was a high level of agreement (98%) among respondents that
the learning objectives for these trainings were achieved. According to respondents, the NetLinks
for caregivers were interactive and the content useful. They also appreciated the opportunity to
receive training from their homes.

Child Welfare Staff NetLinks:
Staff NetLinks included a range of optional professional development topics as well as two
mandatory trainings for new staff. Professional development topics offered during the biennium
included: Culturally Competent Interviewing; Interviewing Children with Disabilities; Helping
with ADHD Behaviors; Advanced Engagement-Verbal Judo; Quality, Customized Visitation
Planning; Internet Guidelines; Making the Most of 30 Day Contacts; Matching Child Needs with Family Strengths; and Common Mental Health Disorders in Teens.

The mandatory NetLinks for new child welfare workers were Confidentiality and the Multi-Ethnic Placement Act (MEPA). Both trainings successfully achieved their stated learning objectives with a 99% agreement rate from participants. Professional Development trainings received a 98% agreement among participants that the learning objectives were met. Respondents reported that the content presented in staff NetLink trainings was useful to them and the materials provided were helpful. Participants also reported that the interactive activities was a strength of these trainings.
Quarter Activities
Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to three demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The three demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties).

Fourth Quarter Activities

• Training Modules
• Consultation
• Infrastructure and Systemic Support

Training Modules
PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. Over the past year, PSU has provided training to 895 individuals. The total does not include individuals participating in Consultation Sessions. The following is a list of training sessions, locations and dates offered:

Transitioning Out of Wraparound
This session prepares care coordinators and family partners to help youth and family teams move into and through phase four of the wraparound process. The session focuses on strategies for special populations like transition-age youth and teams that are struggling with phase four.

Participants will:

• Explore steps to prepare the youth, family and team for phase four of the wraparound process (transition)
• Learn necessary activities in phase four of the wraparound process
• Understand the role of the Care Coordinator and Family Partner in phase four
• Examine potential barriers to successful transitions and strategies to overcome those barriers

PSU delivered this session to 20 people in the following areas:
4/6 Washington County Attendees: 20

Crisis and Safety Planning
Children and families served in the community often come into the child serving systems when their family is experiencing crisis. These crises often result in safety risks that require careful planning and intervention to minimize risk and mitigate threats of harm. Careful planning by the child and family team, utilizing the strengths and needs of children and families is essential to the success of identified child safety outcomes. This session helps guide attendees through the process. PSU delivered this session to 20 people in the following areas:
PSU delivered this session to 20 people in the following areas:
4/7 Rogue Valley Attendees: 20

**Wraparound 101**
This session is an orientation for individuals in the implementation of wraparound at the community level. Specifically, the session is intended for people new to wraparound approach, and the underlying philosophy of the model.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

PSU delivered this session to 72 people in the following areas:
4/25 Washington County (Child Welfare) AM session Attendees: 16
4/25 Washington County (Child Welfare) PM session Attendees: 17
5/13 Mid Valley Attendees: 9
5/18 Mid Valley Attendees: 10
6/6 Mid Valley Attendees: 20

**Advanced Facilitation**
A key role of the Systems of Care model is facilitator. For a family team meeting to be effective, it is important to have defined roles, responsibilities and expectations for a facilitator. This two day session will provide opportunity for advanced training around concepts associated with facilitation. Attendees will share information, review content and practice in a small group setting. Attendees will leave with a deeper understanding of facilitation skills and how to apply concepts in family team meetings.

PSU delivered this session to 47 people in the following areas:
4/25-27 Salem Attendees: 8
6/13-14 Salem Attendees: 16
6/15-16 Eugene Attendees: 23

**Meaningful Youth Engagement**
This community-wide training will offer insight and practical strategies for effectively engaging Youth and Young Adults in meaningful ways at both the practice and advocacy level. Trainers will discuss the role and importance of the work of young people in the Wraparound process, and facilitate a conversation about how to support and work with them most effectively.

PSU delivered this session to 32 people in the following areas:
5/12 Rogue Valley Attendees: 15
6/8 Washington County Attendees: 17

**Youth and Family Driven Care**
Session offers provider(s) and families of children/youth served in multiple systems of care a perspective on family and youth involvement as it has evolved in children’s systems of care over
the last 20 years. It provides opportunity for participants to discuss and explore ways to enhance youth and family voice at the service delivery, planning and policy levels.

PSU delivered this session to 19 people in the following areas:
6/7  Mid Valley  Attendees: 19

**Conflict and Collaboration**

In order to appreciate the demands inherent in a collaborative planning process, systems partners and families need to understand how each come with certain expectations. It is essential to come together as a team for the purpose of creating a shared team “mission” and plan of care that reflects a set of common goals and intended outcomes.

The following session supports participants in collaborating effectively when desired systems or personal outcomes are not in alignment with each other. Skills promote effective collaboration in relation to the child and family team and System of Care process.

Participants will:
- Understand dynamics of conflict
- Learn three skill sets necessary to work with productively and effectively
- Build trust and relationships in the team/group setting

PSU delivered this session to 15 people in the following areas:
6/17  Rogue Valley  Attendees: 15

**One Plan for One Family**

This session will guide participants in integrating multiple system priorities into a single plan of care (child welfare, juvenile justice, mental health and education).

Participants will:
- Define categorical and non-categorical care
- Understand system mandates in care planning
- Learn how to create one plan with a family from multiple plans of care
- Learn how to prioritize the needs of multiple systems on a plan of care
- Explore barriers and strategies to creating a single plan of care

PSU delivered this session to 35 people in the following areas:
6/29  Washington County  Attendees: 35

**Phases of the Wraparound**

This multi-day session provides a more in-depth glimpse and hands-on activities that support phases of the wraparound planning process. Participants become more familiar with each phase and how each builds on strength and knowledge of families and youth, as well as members of the team.

PSU delivered this session to 22 people in the following areas:
5/18-20 Rogue Valley  Attendees: 22
Natural Supports
This session introduces participants to the role of “natural support.” Participants will explore why natural supports are necessary, and the value such supports bring to the wraparound child and family team. Discussion will also reflect on strategies for identifying and bringing natural supports into the wraparound planning process.

Participants will:
• Develop strategies that cultivate, engage, and sustain the involvement of natural supports for families involved in collaborative decision-making child and family teams
• Understand wraparound and what the added value of Natural Supports can bring to the child and family team and service delivery process
• Demonstrate creative solutions that increase positive connections for youth and families involved in multiple child-serving systems (i.e. early childhood, education/special education, mental health, child welfare, juvenile justice, etc.)

PSU delivered this session to 11 people in the following areas:
5/25 Washington County Attendees: 11

Coaches and Supervisors Group
The roles and responsibilities of a supervisor are unique to the wraparound process. Establishing a learning community comprised of wraparound supervisors from various projects throughout the state provides the opportunity to share lessons learned, explore areas for growth and discuss best practice strategies. The first monthly meeting of wraparound supervisors met in December 2010 on the PSU campus. Attendees can participate in person or by telephone to the two hour group facilitated by PSU staff.

PSU delivered this session:
4/15 Coaches & Supervisors Group - Portland, OR
5/9 Coaches & Supervisors Group - Portland, OR

Consultation
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided technical assistance/consultation:
4/1 Family Cultural Advisory Workgroup
4/1 Rogue Valley Training Committee
4/7 Rogue Valley Core Wrap Teams
4/20 Washington County Core Team
4/21 Rogue Valley Team
4/6 Rogue Valley Leadership Advisory Committee
5/6 Rogue Valley Training Advisory Committee
5/11 Washington County Core Team
5/12 Youth Engagement Rogue Valley (w/ Martin Rafferty & Damien Sands)
5/16 Family Cultural Advisory Workgroup
5/18  BRS Quarterly Meeting
6/3   Rogue Valley Leadership Advisory Committee
6/23  Family Cultural Advisory Workgroup

Activities and Objectives for the First Quarter 2011/12
1. Ongoing training and workforce development sessions
2. Broaden training plan to include system partners
3. Develop/Deliver Cultural and Linguistic Competency Sessions unique to each community
4. Review/revise/update workforce development plans for demonstration sites
5. Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites
6. Expand the scope of training and technical assistance to include Systems of Care content
7. Plan activities for Fall 2011 Quarter
Adoptive and Foster Family Therapy Certificate Program
Project Agreement A-05-09
Instructor: Kellie Herold, BA

Program Description
The Therapy with Adoptive and Foster Families program is a post-graduate certificate program (100 CEU hours) that provides a series of advanced, evidence-based workshops/courses for mental health therapists. These courses focus on the specialized theories and practices for working with children who have histories of abuse, trauma, and neglect; for strengthening their family systems; and for enhancing parents’ and children’s resiliencies. Mental health professionals are able to use these new skills to work with other nontraditional families, such as blended, kinship, and guardianship. The objectives for this program include:

- Increase accessible and affordable mental health support for adopted/foster children and their families with professionals competent in using evidence-based strategies for the emotional, behavioral, and mental health issues of children with histories of child abuse, trauma, and neglect;
- Reduce the risk of adoptive, foster, kinship, and guardianship family dissolution.

Mental health professionals who earn the postgraduate training certificate are part of a core group of clinicians available to serve adoptive and foster families throughout Oregon. A directory of mental health professionals who have completed this training certificate is available from Oregon’s Department of Human Services’ Oregon Post Adoption Resource Center. This valuable training is also offered to Oregon Department of Human Services child welfare professionals and scholarships are available.

Quarter’s Activities
During this quarter, work focused on the delivery of program courses:

- March 1-31 Online class “Clinical Practice with Diverse Adoptive & Foster Families”
  Note: final numbers were not available yet for the last quarterly report so they are included in this report.
  13 participants (11 therapists; 2 DHS child welfare professionals)
  An additional 5 graduate students for academic credit

- April 1-30 Online class “Attachment & Bonding in Adoptive and Foster Families”
  14 participants (11 therapists; 3 DHS child welfare professionals)
  An additional 7 graduate students for academic credit

- May 20-21 Two-day face-to-face class “Putting Adoption Therapy Into Practice”
  33 participants (32 therapists; 1 DHS child welfare professional)
  There was 1 graduate student for academic credit
  Note: 24 therapists received scholarships for the May class.

There are currently 10 therapists enrolled in the program and 2 pending applications. Additional applications are expected over the summer.

The Directory of Therapists currently includes 67 therapists and adoption professionals and it is anticipated that the 6 therapists who completed the program coursework will be added in July/August following approval of their final projects.
Updated marketing materials were developed including fliers and brochures. The program website and wiki pages were updated.

Marketing activities included updating the contacts for the eight mental health organizations and their contracting agencies for marketing efforts via mail, email and Listservs.

Six therapists completed all of the program courses and are due to submit final projects in July/Aug. Upon issuing the Certificate of Completion, these therapists will be added to the Directory of Therapists.

**Objectives for Next Quarter**

Continue extensive marketing efforts to therapists via the Mental Health Organization, licensing boards, and conferences.

Additional activities will be focused on preparation for the 2011-2012 Certificate Program including curriculum adjustments for the September “Overview of Adoption and Child Welfare Systems” class.

Continue to review final projects, issue certificates of completion, and incorporate therapists into the Directory of Therapists.
Research Title IV-E Waiver Evaluation

Project Agreement C-01-07 Exhibit A

Senior Research Associate: Anna Rockhill, MPP, MA.

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in development of RFPs for both Parent Mentoring and Relationship Based Visitation interventions.</td>
<td>RFP completed</td>
</tr>
<tr>
<td>Continue development of detailed evaluation plan for interventions including developing project logic models, identifying potential instruments, designing informed consent process, drafting research protocols, etc.</td>
<td>RBV Logic model completed</td>
</tr>
<tr>
<td></td>
<td>RBV IRB submitted</td>
</tr>
<tr>
<td></td>
<td>PM processes under development</td>
</tr>
<tr>
<td>Development of Participant Management System database in collaboration with a consultant.</td>
<td>On-going</td>
</tr>
<tr>
<td>Assist in the development of implementation plans for both interventions.</td>
<td>On-going</td>
</tr>
<tr>
<td>Assist in the development of training curriculum/plans for both interventions (for both providers and DHS staff).</td>
<td>On-going</td>
</tr>
<tr>
<td>Consult with ACYF/Children’s Bureau and James Bell and Associates regarding the research design and evaluation plan.</td>
<td>On-going</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design.</td>
<td>On-going</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
<td>On-going</td>
</tr>
</tbody>
</table>

Progress Notes

Work during this quarter consisted primarily of continued development of the evaluation plans for the interventions as well as work related to the RFPs. Significant effort has also gone towards development of a Participant Management database. PSU staff has continued outreach and collaboration with District Level staff related to the implementation of the interventions and the evaluation. Evaluators participated in the annual Waiver Meeting which included a presentation on Fidelity and a meeting with Children’s Bureau and James Bell and Associates staff.

Products:
- Presentation on Fidelity at the annual Children’s Bureau Waiver Meeting.
- IRB submission for Relationship Based Visitation, including consent forms and draft instruments, submitted.
- Database work plans drafted.
### Objectives for Next Quarter

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize evaluation plans for both interventions as required by the Children’s Bureau (due October 1).</td>
</tr>
<tr>
<td>Finalize evaluation instruments and protocols.</td>
</tr>
<tr>
<td>Finalize Participant Management System database and prepare for piloting in October.</td>
</tr>
<tr>
<td>Assist in development of trainings for both interventions including content related to the evaluation.</td>
</tr>
<tr>
<td>Significant collaboration with District and Branch level staff related to implementation.</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement related to the interventions, implementation and research design.</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
</tr>
<tr>
<td>Participate in bidder’s conferences for Relationship Based Visitation and Parent Mentor contracts.</td>
</tr>
</tbody>
</table>